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Public Libraries

(MONTHLY)

Vol. 3

December, 1898

No. 10

The Planning of Small Library Buildings

Oscar Bluemner, Architect, Chicago

(Conclusion)

Our investigation has systematically led us from the elements to the parts, and finally to the total idea of the small library building. We have thus logically deducted the general principles of its plan from its real conditions. These as far as they are absolute and categorical, result in typical features, of which the principal one is that the librarian's space is the center of any plan or system adopted. Nothing but the interior has thus far been considered, and chiefly from the practical point of view, only occasional attention being paid to artistic treatment, and that of the exterior. Many other things, as ventilation, heating, etc., might be treated, but they have as little influence on the plan as the question of architectural style has. Indeed the latter, as said before, is merely a result of the fundamental conditions.

The ground plan is to a building what the plot is in the drama; yet architectural composition, and in some degree even decoration, is as essential to the full realization of the one as poetical language is to that of the other. More than any other building the public library, large or small, is a sacred precinct outside of the places of daily toil, it stands in "reconciling contrast to the American dollar"; however modest its size, however unpretentious its design may be, it should by a digni-

fied appearance express its character. To give it this costs no more, nay less, than to hide its purpose behind misapplied ornamentation, and, what is more often the case, by such meaningless and expensive features as towers and useless colonnaded porches. A book might be filled with architectural monstrosities among small library buildings, that the uninitiated would take for a collection of odd churches, pigmy castles, railway stations, hermitages. I do not mean to exaggerate, but speak from real impressions and those of library writers, every one of whom it seems complains of the want of adaptation of the interiors to practical use.

There is a small library building in a Connecticut town, designed on a lavishing and classical scale; its center is formed by a large, round, and empty vestibule, made fit rather to receive a swimming tank than designed to contain the desk, the switch, so to speak, of the library plant. A beautiful dome covers this vestibule, and makes the exterior look like a mortuary chapel. Such a mistake has cost, it is told, \$300,000, besides the increased expenses of administration. When will the craze for the picturesque cease to disfigure the outside of our small public libraries? Probably when the designers of our larger ones stop repeating, in monotonous poverty of invention, the facade of the library St Genevieve in Paris. There are no precedents to follow or develop in the modern library building; they are too much a creation of our own days. Those very few built early this

century in eastern towns have a striking directness of design.

Concerning the artistic effect of the interior, I know of no happier combination of art and utility in this country than is found in numerous small libraries in Massachusetts. Nothing can be more suitable, impressive, and therefore generally desirable, than their collections of fine paintings, statuary, and specimens of natural history or antiquities, arranged along the walls of the vestibule or delivery room. Red, white, and gold are here, the proper colors for decorating, while the walls and ceiling of the reading room want softer tones, such as green, brown, or neutral, on which the eye may rest. For the same reason are landscapes a fit decoration in reading and study rooms. Enough has been said, although not too many words can emphasize the necessity of making the small public library building practical and beautiful. The leading ideas, Dr Poole rightly wrote, must come from the librarians themselves. They should enlighten and guide the trustees; they should be able to formulate a building program and insist on advising the building committees. Such "points of agreements," etc., as worked out by Mr Soule in his admirable papers (Proceedings of American Library Association, 1891), should be studied, adopted, and posted on the doors of every trustees' room, or that of the building committee. Between these and the architect the librarian must be the medium, interpreting, demanding. That is why these articles are written.

St Nicholas has opened a new department, Books and reading for young people. It wishes to aid its readers in choosing old and new books that will be best for them to buy, borrow, or lend . . . to give advice . . . lists of books relating to particular subjects will be published when such are requested, and the best advice will be sought and offered. It is signed Christopher Valentine.

Nature Day in Michigan City (Ind.) Library

Following the precedent established by the St Joseph (Mo.) public library, as described in the October number of PUBLIC LIBRARIES, a Nature day was held on September 24, in the Michigan City (Ind.) public library. As the library is scarcely a year old, and as the town has a large foreign population, difficult to reach, we not only advertised the event thoroughly in both English and German papers, but made personal visits to all the schools, public and parochial, and invited the children to attend, and to bring their parents.

Through the courtesy of the Nature Study Publishing Co. of Chicago, we were presented with a complete set of the colored bird plates which have appeared in the magazine *Birds*. These were used for the decoration of the children's room, being effectively arranged on a large screen and on two large wall spaces. Through the kindness of several friends of the library, masses of autumn flowers and vines had been sent in. A fireplace was banked with golden-rod, the bird panels were framed with vines, and the whole effect of the decoration was very pleasing.

Perhaps the chief center of attraction was the corner containing several cages of parrots, parrakeets, and other varieties of birds, loaned from two fine private aviaries. The attention of the children was called to a group of colored plates which gave representations of all the birds in the cages, and to bird books in which complete descriptions of them might be found. All the books of the library on birds, animals, and outdoor life were placed in a special case in the children's room for inspection, though, as at St Joseph, none of these books were allowed to go out until the following day. In the collection of about 100 titles were included a number of popular animal stories, such as the *Jungle Books*, *Black Beauty*, and *Beautiful Joe*, and through these the little people were lured to the examination of many attractive books which

they had never before discovered. As result, nearly every nature book in the library had gone out by the third day following.

The success of the day more than repaid our effort. When the doors were opened in the morning, 30 children were waiting outside, and over 700 persons, of whom nearly 500 were school children, visited the library during the day and evening. Nearly 100 new applicants for the use of books were registered, and as many more have applied in the two weeks since. Among these are many foreigners and others whom the library had not previously been able to reach.

You have caught them by guile, said an interested observer, and we felt that the end had justified the means.

MARILLA W. FREEMAN.

Book Marking Without Labels

Adah C. Canfield, Grand Rapids (Mich.) public library

The subject of book marking seems to be one that has claimed the attention and tried the patience of many librarians in the past, and from the results of the various methods in use in libraries I have visited, it appears that the question of the best kind of label or mark for the backs of books, one which will stand wear and dampness, has not yet been solved.

We have in the Grand Rapids public library what we consider a very good and simple process for marking books, and one which has been proven to resist both wear and dampness to a large extent.

There are many objections to the paper labels which are in such common use; the dampness from the hands causes the edges to curl up, even if the book is fortunate enough to escape being caught out in the rain before its visit to the bindery, in which case it is almost sure to be returned without this ornamental (?) bit of paper. Then as the back of the book becomes soiled from wear the number becomes dim and the label unsightly.

We have tried various kinds of labels, both paper and cloth, on different positions on the backs of the books, and have found that all proved equally ineffective for general wear. For several years we numbered the books bound in dark colored cloth or leather with white ink, and those bound in light with black ink, but we found that the white ink crumbled or wore off, and as the light books became soiled the black ink was effaced.

We then experimented with various inks and washes, until we have decided on one which has given excellent satisfaction.

We use a soft stub pen which makes a heavy line and is pliable enough for the different kinds of cloth and leather without cutting through the finish. All books are marked about half an inch below the top, the dark ones with Ruby gold ink and the light ones with Sanford's black ink. After the ink is thoroughly dry a coat of transparent shellac is applied with a bristle brush over the number, and frequently over title also, and after that has dried a second coat is put on.

This brings out the marking clearly, and makes a perfectly hard surface which protects the number and title, keeping them clean and bright, and insuring a mark which will wear as long as the number put on by the binder.

Where, however, the back of a book is so covered with the design as to leave no plain surface large enough for the number, we use the label, coating it with shellac the same as the other books.

Book List Wanted

A list of books with pleasant endings, suitable for reading to invalids, has been asked for at the Springfield library. If any reader of PUBLIC LIBRARIES knows of such a list, or would be willing to suggest such books from his own experience in reading, he will confer a favor by addressing

IDA F. FARRAR.

City library,
Springfield, Mass.

Tour of the Traveling Librarians

It was with a feeling somewhat akin to that with which one leaves his home that the travelers took leave of the kind friends at Newcastle, and passed quickly from the scenes of old England to the midst of the breezy hills of Scotland. The change was not a sudden one, and yet everyone noted the fact that the winds were stronger, the air was clearer, and that there was a general bracing up as the train stopped at a little flower-girth railroad station at the foot of the pasture lands of Northumberland.

As the road ran on higher up among the Cheviot hills, the scenes around were all that the imagination had pictured of Scottish country landscape. The hills rose on every side, dotted here and there with the small dwelling places which seemed to nestle for shelter against the sides of the hills that rose above, and which, save for the short, coarse grass that covered them, were bare and bleak. Flocks of black-faced sheep, watched by beautiful collies, were browsing on the hills. Many were the exclamations of delight over the almost human faces of these dogs as they were seen at the different stops. It is to be feared that many a traveler made sad havoc with the tenth section of the decalog as they gazed into the intelligent eyes of the Scotch collie.

In the sheltered nooks among the hills were to be seen circular walls of stone from 10 to 20 feet high, with an opening on one side. Some of the uninitiated, of a romantic turn of mind, at first took them to be remains of watch towers used in feudal times to scan the country to discover the approach of an enemy. These pictures of our fancies were rudely disturbed by the better informed, who declared them to be sheepfolds into which the flocks were often gathered at night and in bad weather. One was strongly reminded while looking at them of the Biblical story where they are used as illustrations of the goings in and out of the sheepfold.

After several hours' ride the way led out from among the barren hills into the valley of the Tweed and the beautiful country around Melrose, made familiar by the immortal Scott, and the first objective point of the day's journey. A feeling almost of awe was experienced by those who cherished in their minds and hearts a love and reverence for this man who, touched with a profound sympathy with the feelings of the human heart, so powerfully portrayed these emotions, that human life has been more beautiful, better, grander in the minds of men from his own day unto this. Walter Scott, by his powerful pen, raised the literature of the novel into one of the greatest influences that bear upon human life; and these scenes amid which he wrote are so woven into the descriptions and places of his writings, that as we gazed on hill and dale and stream it seemed as if the spirit of the illustrious dead was part of the very air about us.

As we viewed the ruins of Melrose abbey, so desolate, so near the brink of total destruction, and yet so weirdly beautiful even in its decay, Fancy, touched by the spirit of the Wizard of the North, peopled again the aisles and domes with sights and sounds of the olden times. We gazed with awe at the final resting place of the brave heart of The Bruce, who in his tempestuous life never knew rest.

After musing awhile among the broken walls and fallen arches, we took the coaches for the visit to Abbotsford, the home of Scott. The ride of four or five miles was over a splendid road through a most beautiful country. We were much impressed with the home, which in a large part is just as the great writer left it. This is particularly true of his library lined with books. A gallery runs around the room, and up in one corner of it is a narrow door opening into a small room where Scott is said to have retreated when he wished to escape impending visitors. The rooms opening from the library contain a large collection of souvenirs and memorials presented to him by distin-

guished people, as well as relics which he gathered for himself. A good collection of pictures and portraits is also shown. A tour through the house, each room of which holds something of close personal interest and contact, gave the travelers a greater sense of reality in regard to Scott than they had when they came.

The next point was Dryburgh abbey, where rest the remains of Scott. The ride again was ideal, along a fine road lined with beautiful homes and cultivated fields. The views from the bridge and from various hills near by, in that golden sunlit afternoon, spread out in charming panorama in all directions. The quaint old graveyard surrounding the crumbling ruins of the abbey was one of the most beautiful spots in the entire trip, and well worth the journey to see it. The party viewed in silence, full of meaning, the stone inclosure containing the dust of the immortal Scott. How many hearts have beaten in unison with his own on reading his enchanting tales of the long ago, and how grandly he lived the exalted characters which he so vividly portrays, the peer of any man his fancy painted. Reluctantly we turned away from the abbey, hallowed no less by the sacred dust of this noble chronicler than by the sacred rites and lives that once abounded there.

A late train from Dryburgh brought us to Edinburgh at a late hour. The view from the windows of the Clarendon hotel on Princess st., of the gardens in front, and the high hills crowned by the castle on the opposite side in the early mist of the morning as the travelers first looked out, gave a pleasant impression of the city which nothing later was able to destroy, though other and less pleasant scenes were viewed. The next day being Sunday no special plan for sight-seeing was made, but the party enjoyed itself as suited the individual members. A few of the party attended the military service at St Giles' noted cathedral, while others attended the service at the Church of the Old Covenanters. At this latter place nothing

different from the services of many a Presbyterian church at home was found. On the way back to the hotel, in conversation with a young man who had most kindly pointed out the way and interesting points, we were assured that in case of a war between Great Britain and the United States, the latter would be added to the Canadian dominion inside of two years; that the men of wealth in the United States were already more attached to England than to America, and that the lower classes were anarchists who would not face an armed foe. Of course we were obliged for the information, as it showed us how to hedge in case any unpleasantness should arise.

In the afternoon we went slumming, and never in all the experience of the writer were such deplorable scenes beheld as were found in some of the closes and wynds along Cannongate and High st. San Francisco, Chicago, and New York have nothing to equal it. Vice and wretchedness were rampant, but the most pitiable sights were the swarms of little children that like flies were darting here and there in those noisome places. In the better parts of the town were parks and gardens, where happy groups of well-dressed children were a sad contrast to the desolate mites on High st. Next day at an early hour we were taken in charge by the committee on entertainment, headed by Librarian Morrison, and were led on a sight-seeing expedition which began at the Guildhall, where were seen the ancient weights and measures, maces and insignia of Scotland before her union with England; led to the fine collections at the Advocates library, where various original manuscripts of Burns and Scott were seen, as well as many first and early editions; to St Giles cathedral, to the site of the Heart of Mid-Lothian, which is marked by the outlines of a heart on the stone pavement; then to Edinboro castle, crowning the craggy hills overlooking the town, where the Highland laddies in all the glory of their uniforms were on dress parade.

Inside the castle were shown the rooms made noted by the tragic events connected with the tragic history of Scotland, and her fated rulers; from the high walls and battlements were seen magnificent views of the city on one side and the high hills of the country on the other. From Edinboro castle the party drove out through Cannongate to Holyrood, where more than one pitying sigh was breathed to the memory of the beautiful Mary, Queen of Scots, whose short but eventful life held every note of joy and sorrow that human experience can touch. After viewing the rooms made memorable by the tragedies enacted within their walls in connection with this much loved and maligned woman, and which in spite of time and distance, cast a feeling of pitying sorrow over the visitors, the party were fortunate enough to meet the queen's chamberlain, who has charge of the part of the castle fitted and kept in order for Queen Victoria, and who very kindly conducted the visitors through the apartments set aside for her. Notwithstanding the rampant democracy which Americans boast, there seemed to be a feeling of awe on the part of most of the visitors, though several of the party were rather critical as to the furnishings and draperies, particularly in the throne room, where one of the young women nearly got the whole party into disgrace by lightly going onto the platform with the intention of trying the red and gold seat of her gracious majesty. Fortunately she was pulled back in time to preserve decorum.

At noon a sumptuous luncheon was served in the reading room of the beautiful Carnegie library, which was closed for the occasion. Toasts and speeches were in order, and the heartiest good feeling and sympathy were manifest.

A visit to the magnificent auditorium under construction for the University of Edinburgh was followed by a drive through the city, and then out to the celebrated bridge across the Firth of Forth, about 10 miles distant. By invitation of Lord Roseberry a very inter-

esting drive was taken through his country place on the way.

The magnificent bridge, which was the objective point of the trip, again made the travelers acknowledge they had nothing like it at home. The famous Brooklyn bridge takes second place beside this stupendous structure.

The shades of evening were closing in when we were put down at our hotel, tired in body, but cheered in heart and soul by the kindness which we had received from the hosts of the day.

Early next morning we were off for the Trossachs. A stop was made shortly at Stirling, whose venerable castle has been the scene of much history making in Scotland. It is now used as barracks for soldiers, as are most of the homes of the Scotch sovereigns. We enjoyed climbing around over the rocky heights and stone steps, listening to the stirring tales of its former glory by the officer who was our guide. The views of the distant mountains from the heights of the castle are very fine. Bannockburn, with its direful memories, can be seen from here. The gorgeous costumes of the soldiers were quite attractive, particularly to the young women with kodaks. Several of the soldiers yielded to the requests, backed up by shining shillings, for the privilege of snap shots.

The coach ride through the Trossachs was one long delight. The day was beautiful till near evening, when was experienced a regular Scotch mist, which finally developed into a rain, but everyone welcomed it as the completion of the experience. The "Bens" were magnificent and each hour brought a change of scene more lovely than before. The streams were clear as crystal, now darting merrily down a craggy height and then spreading out into a calm, serene stream. The forests on the heights were every shade of green, and here and there overhung with a blue haze, seemed almost black against the rays of the sun. Several of the party were much interested in following the lines of Scott's *Lady of the Lake* as the road proceeded. Little steamers took us over Loch Lomond and Loch

Katrine, past Ellen's isle, and other romantic spots. It was a journey full of delight, the memory of which will last a lifetime.

Nightfall brought Glasgow and the end of the tour. The incessant rain, which fell during the stay prevented very satisfactory sight-seeing, though nothing could be more cordial than the welcome received from Mr Barrett, the council, and the entertainment committee. Visits all too hasty were made to the Mitchell library, one of the largest public libraries of the United Kingdom, the public library, the celebrated University of Glasgow, the cathedral, and the city chambers, probably the most magnificent municipal buildings in the world. The Lord Provost met us at a splendid luncheon, where toasts and speeches expressed kindest feeling both on the part of visitors and hosts.

An early evening train carried most of the party to Liverpool, where they turned their faces homeward after what will always remain the most generous welcome, hospitable entertainment, and royal treatment possible from royal hosts in all parts of the kingdom.

A few of the travelers remained a week longer than the limit set to the visit to see something more than was possible in the time allowed. The writer wishes there were time and space to speak at length of the beauties of nature, the achievements of art, and the great kindness received in a hurried visit through Ayr and Dumfries, and on the trip through the hills and vales, cities and villages from Giant's Causeway to Queenstown. Mention if but brief must be made of the Carnegie library at Ayr, where Mr Phillips is doing great work. This is the only library seen where all the positions are filled by young women. No brighter, more alive, attractive, efficient library was seen in the entire trip. The Belfast public library, where Mr Elliott has worked up an interested patronage, and where the constant stream of visitors of all classes, from the barefooted lad of 10 to the fine lady in her carriage

gives proof of the popularity of the institution, is doing good work. We wish it were possible to do justice to the delightful visit in Dublin, which, thanks to the extreme kindness of Mr Lyster of the National library, will always stand out as one of the brightest pages in all the history of the tour. The trip through the Lakes of Killarney to Cork and to Queenstown was marred somewhat by the rain, though the beauty of it repaid all effort. But these sketches have already been drawn out longer than was originally intended, and while as many pages more might be filled with the pleasant memories which a thought of the journey brings up, one must remember the proprieties even with such delightful topics, and so, even though reluctant to do so, close the narrative.

Reader's Exchange Card

One of the many good plans of Miss Warren, librarian of the Chicago Normal school, for making her library material available, is a card which furnishes information to the students as follows: A quantity of these cards are placed in the library, freely accessible; and when a reader finds in the volume which he is using, any material which he thinks another person might want, and which is not mentioned in the catalog, he fills out one of the cards and gives it to the librarian. Thus the help of the students is obtained in filling in the references in the catalog which the librarian has not time to fully provide. The following form is printed on the standard size card.

Chicago Normal School Library.

If you read something good—save it for others.

Library call-no. _____

 Author's name,

 Title.

 General subject. Special subject.

 For library catalog. For member of faculty.

 Signed by.

Public Libraries

(MONTHLY)

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PUBLIC LIBRARIES does not appear in August nor September, and 10 numbers constitute a volume.

MUCH space is given this month to the proceedings of the Ohio library association. While this material is of special interest to Ohio library people, it contains much that will be helpful to librarians everywhere. Some of the papers are presented by those of high standing among educators and in the library profession, and all speak from the personal knowledge of the writers. We bespeak a welcome reception of the work of the association from our readers.

MR. ILES, who has been in Europe for some time, sends word of the inaugural dinner of the International committee on the indexing of scientific literature in London, October 11. The meetings which followed were full of interest, and the probability of active work soon is quite good.

The new century likely will see their work fairly begun and doubling, at least, the value of scientific literature to students the world over. In the gigantic strides which are being made in the world of science by investigators, and the large measures taken to advance its

work, the multiplication of museums, societies, and periodicals devoted to scientific study, there is no hope that any student, or indeed any single body of students, can keep up with the progress made in revealing new standpoints of scientific truth. As one scientist has aptly said in describing the perplexity of a scientific worker, an investigator who is much engaged with research can hardly do more as regards scientific literature than read what he himself writes—soon he will not have time to do even that. Under these conditions no worker can be sure that he is not engaged in work that has already been done by some one else, and the ground which he wishes to reach is already occupied by another, or that it has been proven untenable by the investigations of some one else. The preparation of this proposed index will in a large measure prevent a great loss of scientific labor, and by marking the paths already traveled by investigators greatly facilitate the work that lies before them yet to be done.

The library world contains no small part of the people most interested in the proposed work, and the labor of the international committee will be watched with the greatest appreciation and sympathy by everyone who understands its scope.

THE feeling pretty generally current in a majority of the large cities, that young people who wish to receive a good salary without spending time in preparation for it are justified in seeking places in the library of the town, is one which should receive slight encouragement from the library profession. Sound doctrine was uttered by Mr Davies, of Butte, at the Lakewood conference, when he said:

There should be no disagreement as to the desirability of examinations of a recognized standard for library assistants. We claim that library work is educational work of the highest order. That it requires in everyone engaged in it, in any capacity, the highest obtainable degree of education, as well as

of character and adaptability to the work. This, however, is far from the popular conception. Too often not only city councils, but the public in any community, and sometimes library boards, seem to regard the instruction of the people in the use of books as a vocation which requires no higher qualifications than would the handling of bricks. In many cases when the necessity of capacity in the librarian is conceded, that of competency in the assistant is ignored. If it could be established by law, in every state which has libraries, that every person employed in a library must hold a certificate of a grade not inferior to that required for assistants in the high schools, it would in the first place vastly increase the respect with which the patrons of the library regard the assistants, and, secondly, it would increase their own self-respect, as well as largely increase the efficiency of the library, and ultimately increase the remuneration which assistants receive, to say nothing of the larger appropriations made, and more cheerfully made, for the support of libraries. In our best libraries today the qualifications required of assistants are as exacting as anything I have indicated, but the fact is hardly known except to a very limited circle, and the moral effect is almost entirely lost.

A RECENT library report which reached our table spoke with some elation of the large number of books the library had been able to buy during the year by buying cheap editions, and some paper bound books. This seems hardly a proper thing to do. A part of the good mission of the book has been destroyed when it appears poorly or cheaply bound. The personal appearance of the book bears a large part in the good influence of the book itself. It is with books much the same as with people. One naturally feels respect for a well and attractively dressed individual about whom he may know nothing. Further acquaintance may dispel this respect under some circumstances, but a well-dressed person certainly has an advan-

tage in going among strangers for the first time. And the same thing is true of a well-bound, well-illustrated, well-printed book, made of good paper. People who buy books for love of them willingly pay more for such editions, and people who take books from a public library are toned up by handling such books.

As a matter of economy it does not pay to buy cheap editions, as the best that is made does not last as long as it should, and a book in a cheap binding needs rebinding and repair so quickly that the actual cost in money is more than would be paid for a good binding, not counting time, trouble, and extra handling—which all mean an actual outlay of money. This is particularly true in a library where there are few books, and consequently frequent exchange.

A librarian of a small library expressed the following sound doctrine on this subject in a recent interview: One of the difficulties we have to contend with is the cheap style in which books are gotten up nowadays. You might think that we would be glad to find books so cheap, as we are thereby enabled to add fresh volumes to our shelves more frequently, but there is a disadvantage also. The books that sell low are almost invariably put together hastily and with little care, so that they are in service but a short time when we have to send them to the binder's. Now, here is one that cost us a dollar, and has been in service only about three months, and yet it is ready to fall apart. I doubt whether it has been taken out twenty times, which would be necessary in order to realize what it cost us. Now it must go to the binder's, and we will have to pay 30 cents, at least, to fix it up, so you see it will be some time before we get the actual cost out of the book. At that rate the library is bound to run behind, and has to depend for its support largely on the aid of contributors independent of book-borrowers.

It is true economy to buy standard editions that will wear, and buy them of booksellers who know the business.

Library Schools

The Cleveland summer school in library science

The Cleveland school differed from the other summer schools in that it was conducted by a public library, and was planned primarily to give an opportunity to such of its assistants as could avail themselves of it, of a short course of systematic and thorough instruction in library methods.

The class was limited to 25 members, and 18 of these were assistants, or substitutes, in the Cleveland public library.

The school opened August 1 and closed September 10. During the six weeks' session a total of 104 lectures were given, and 180 hours were assigned for practice work, the greater part of the class spending additional time in study, so that by careful planning and close application considerable ground was covered, while every attempt was made by careful revision of all practice work, etc., to make the instruction as thorough as possible in a short course.

Esther Crawford, the principal instructor, by her thorough-going preparation and her careful elucidation of all knotty problems would have made her lectures in cataloging and classification noteworthy in any school, while the members of the library staff who assisted in the instruction did yeoman service, both in their lectures and in carrying on the regular work of the library with the depleted force.

The work of the class was characterized throughout by an earnestness of purpose, which was at the same time a credit to the class and an inspiration to the lecturers.

In addition to the work of the regular instructors from one to three lectures were given by each of the following: Dr G. E. Wire, Gertrude E. Woodard, Electra C. Doren, R. P. Hayes, H. L. Elmendorf, May H. Prentice, Charles Orr, E. C. Williams, and Julia A. Elliott. We might mention perhaps as two extremes of the subjects covered, Miss Woodard's lectures on binding, illustrated in the library bindery, practical and to the point, and Miss Doren's talk

on the Library spirit, setting forth the ideals of the work with a truth and reality which made technical knowledge and skill stand out in all essentials in the reaching of these ideals.

The members of the class were the following: Miss Andres, Mrs Biddle, Miss Cogswell, Miss Ingham, Miss Isbister, Miss Jacobs, Miss McDougall, Mrs Mueller, Miss Nicholson, Mrs Paoli, Miss Power, Miss Reznier, Miss Ritter, Miss Rogers, Miss Schwarz, Miss Scott, Miss Smith, Miss Sykora, from the Cleveland public library; Mrs Colburn, Cleveland; Miss Current, Cleveland; Miss Davis, Wooster, Ohio; Miss Doren, Dayton, Ohio; Mrs Erwin, Cleveland; Miss Fraser, Fowlerville; Miss Whiteman, Cumulative index.

All of these members completed the course.

LINDA A. EASTMAN.

Illinois

Among the colleges represented this year are: Wellesley; Vassar; Knox college; University of Illinois; Albany normal; Syracuse university; University of Upsala, Sweden; Northwestern university; University of Colorado; University of Minnesota; Wisconsin normal; University of Nebraska; University of Michigan; Luther college, Iowa; University of Wisconsin; Ohio university; Ohio Female college; Iowa Wesleyan.

On Thursday, October 13, the Library club enjoyed a lecture on Illustration and reproduction, given by Prof. F. F. Frederick, of the department of Art and Design. Prof. Frederick explained different methods of illustration employed now to so great an extent, and showed different samples in various stages of development. All in attendance voted the afternoon one of benefit and pleasure.

A half hour is devoted twice a week to physical culture by the library school. The class is conducted by Miss Carpenter, instructor in physical culture and Delsarte. Under her direction the school is now preparing to present *The Rivals*. The performance is to be given to the

women of the university, and will come off soon after the holidays.

The following are some of the appointments of recent graduates: Laura Gibbs at the loan desk of the University of Illinois library, and Grace Edwards, assistant cataloger; Adelaide M. Chase with the Hayes, Cooke & Co., of Chicago; and Nellie E. Parham organizing a library at Hoopston, Ill.

A number of the members of the library school take part in the weekly meetings of the Oratorio, conducted by Miss Fernie, of the vocal department. Interest and work are accomplishing fine results.

Pratt

Nineteen students have been received for the first year course for 1898-99.

Four students have registered for second year work, as follows: Carrie Clifton Dennis, Lincoln, Neb., University of Nebraska, 1889-91; Harriet E. Hassler, Meadville, Pa., Allegheny college, 1895-97; Abbie R. Knapp, Comstock, Mich.; Julia Toombs Rankin, Atlanta, Ga.

The entrance examinations for 1899 will be given June 24, 1899, instead of in September. This has reference to both the institute and the local library examination. If the change proves advisable the examinations will always thereafter be given in June.

Edith P. Bucknam, '98, has been engaged during the summer in cataloging the pamphlet collection of the Finance committee of the Reform club of New York City.

Harriet B. Gooch has been occupied during the summer in cataloging a pamphlet collection at the Harvard university library.

Louise G. Hinsdale has spent the summer in cataloging the public library of Lakewood, N. J.

Anna G. Hubbard has been appointed librarian of the State Normal school of Oshkosh, Wis.

Harriet McCarty has been engaged as assistant at the Carnegie library of Pittsburg.

Alice E. Sanborn is engaged on a printed catalog of the Aguilar library.

Elizabeth C. Stevens is about to undertake the librarianship of The Boys' free reading rooms in New York City.

Miriam S. Draper, '95, late of Pratt institute library, has been engaged to catalog the library of Antioch college, Yellow Springs, Ohio.

Edith Hunt, '95, late of Pratt institute library, has been appointed assistant at the Aguilar library.

Announcement of Amended Spelling

The department of Superintendence of the National Educational Association, at its meeting in Indianapolis, in 1897, appointed a committee, consisting of Dr Wm. T. Harris, U. S. commissioner of education, Washington, D. C.; Dr F. Louis Soldan, superintendent of schools, St Louis, and T. M. Balliet, superintendent of schools, Springfield, Mass., to recommend a list of words with simplified spelling for use in the published proceedings of the department.

The report of the committee was duly made and the spelling so authorized was used in the published proceedings of the meeting of the department held in Chattanooga, Tenn., February 22-24, 1898.

At a meeting of the board of directors of the National Educational Association, held in Washington, D. C., July 7, 1898, the action of the department of Superintendence was approved, and the list of words with simplified spelling adopted for use in all publications of the National Educational Association, as follows:

Program—(programme); tho—(though); altho—(although); thoro—(thorough); thorofare—(thoroughfare); thru—(through); thruout—(throughout); catalog—(catalogue); prolog—(prologue); decalog—(decatalogue); demagog—(demagogue); pedagog—(pedagogue).

You are invited to extend notice of this action and to join in securing the general adoption of the suggested amendments. IRWIN SHEPARD,

Secretary N. E. A.

Library Meetings

Georgia—The second annual meeting of the State library association met at Atlanta October 28, and was opened by the president, Miss Wallace. The special points urged by Miss Wallace were, proper library legislation, which can only come by interest on the part of the people and by taking advantage of the work done in other states; the need of coöperation between the libraries of the state, and the special training for those who wish to enter the library profession. A number of interesting papers on the various relations of the library and its values were read by prominent people. The meeting was an entire success and much good is expected to follow it. The officers elected for the year are: President, Anne Wallace, of Atlanta; vice-presidents, Mrs M. Wadley, of Augusta; Mrs J. K. Ottley, of Atlanta; Dr J. H. T. McPherson, of Athens; William Harden, of Savannah; Mrs Enoch Callaway, of La Grange; Prof. J. R. Moseley, of Macon, and Hon. G. Gunby Jordan, of Columbus; secretary and treasurer, Maj. Charles W. Hubner, of Atlanta.

The Georgia Library commission held its first meeting October 28, at Atlanta. An organization was perfected. Henry C. Peeples was elected chairman, and Anne Wallace, secretary. The members of the commission appointed by Governor W. Y. Atkinson are, Henry C. Peeples, chairman; Anne Wallace, secretary; Al. C. King, Atlanta; Mrs Nora L. Borbrey, Macon; Mrs Eugene Heard, Elberton.

The commission will prepare a bill to present to the present session of the general assembly of Georgia, looking to the bettering of library conditions in the state.

ANNE WALLACE.

Massachusetts.—The annual meeting of the library club was held in Boston, October 28, with members and delegates in attendance from many of the libraries in Massachusetts and Rhode Island. The sessions were held in Channing hall, 25 Beacon st. Alice

G. Chandler, trustee of the Lancaster town library and president of the club, presided. Edith D. Fuller, of Cambridge, read an able paper on Public documents in a small library, and how to catalog them. She recommended that small libraries reject all United States reports except those that are of especial interest to the section of the country where the library is located. As a result of the discussion on this paper the club will consider the advisability of cataloging the special reports in the Massachusetts State documents, and this may be undertaken with the coöperation of the A. L. A. publishing section.

In June was held at West Brookfield a meeting of the librarians and library trustees in central Massachusetts, and at Springfield, of the librarians of western Massachusetts, which resulted in the formation of the Bay Path and western Massachusetts library clubs, with an article in the constitution relating to affiliation with the Massachusetts library club.

The executive committee of the Massachusetts library club, which had issued the call for the West Brookfield meeting as an experiment, with a view to extending the work of the club among the libraries not represented, accordingly presented for the consideration of the club an amendment which would provide for the affiliation of such club, as follows:

Any local library club in the state of Massachusetts or Rhode Island desiring affiliation with the Massachusetts library club, may, with the consent of the executive committee, be represented in the club by one delegate for every fifteen members, upon payment of an annual assessment of 5 cents for each member. A delegate, not a member of the Massachusetts library club, shall be entitled to a vote while representing an affiliated club.

Then followed reports from the two affiliated clubs.

What is being done by the normal schools of this state toward familiarizing their students with the use of libra-

ries and books in school work, was presented by a number of speakers.

M. S. R. James read a paper on the People's palace in the East and in London, and told of the excellent work that is carried on by this institution.

The following officers were elected for the coming year: President, W. H. Tillinghast, Harvard college; first vice-president, J. L. Harrison, Providence athenæum; second vice-president, E. M. Barton, American Antiquarian society; secretary, H. C. Wellman, Brookline public library; recorder, Nina E. Browne, Boston; treasurer, Margaret D. McGuffey, Boston public library.

A club pin was adopted.

New Jersey—The ninth annual meeting of the State librarians' association met at Passaic, October 26, with a large attendance. F. P. Hill, of Newark, was president. After the opening addresses the discussion of the theme selected for the meeting, Selection of books for a library, was begun. The first paper on the subject was by Miss Hitcheler of the New York circulating library. She advocated that the reading public should have what they want, whether fiction or other works, but that it ought to be given to them in the purest form possible.

Miss Hunt, of Newark, who is connected with the children's room of the public library in that city, read a paper on Some means by which children may be led to read better books. She advocated the bulletins of current topics, illustrated if possible, and annotated card catalogs. But, more than all, she dwelt on personal control of the children.

After Miss Hunt's paper, Miss Haines, of the Library journal, read a paper entitled, Slum novels and other fiction in relation to public libraries. Among the slum novels she mentioned Morrison's *Child of the Jago*, and *Tales of mean streets*, by the same author, as the best examples; and Nevenson's *Slum stories of London*, as the medium in quality, and Stephen Crane's *Magie*—A girl of the streets, as one of the

worst. In the last, she said, there is no light, no hope, no softening influence. She maintained that such novels ought not to be admitted into public libraries unless there is an ethical reason for their existence.

The assembly was served a luncheon at noon through the courtesy of the Passaic library. Afterwards a very pleasant hour was spent in visiting the library.

The afternoon session opened with a discussion of how to improve Sunday-school libraries.

The matter of state documents led to quite a discussion, several librarians referring to the difficulties they had experienced in getting public documents from the state house.

A resolution was passed thanking the trustees of the Passaic library for the cordial reception and the hospitalities which had been extended to the association.

The committee on the library commission reported that they had found great interest throughout the state in the establishment of new libraries, and also a lack of information as to what steps were to be taken. The committee regretted that no provision had been made to carry out the Traveling library bill, which had been passed through the efforts of the Women's clubs at the last session of the legislature.

This committee, whose duties are to urge the establishment of a library commission by the state, and in the meanwhile to do what they can on the lines of a regular commission, was continued for another year, and directed by the association to coöperate with the Women's clubs in carrying out the objects of the association.

Wisconsin—A meeting was held at the close of the dedicatory exercises of the E. D. Smith library at Menasha, Wis., in order to form an association of the libraries of the Fox River Valley. The object of the association is to increase the friendly interest between the various libraries, and for the discussion of

the problems and questions that arise in library work, and other subjects of library interest. F. A. Hutchins was in the chair. It was unanimously decided by the representatives of the libraries present that such an association was desirable. A constitution was drawn up and adopted, and the following officers elected: President, Dr J. T. Reese, Appleton; vice president, Mrs A. C. Neville, Green Bay; secretary, Agnes L. Dwight, Appleton; treasurer, Frank Hoskins, Fond du Lac. The following libraries joined: Oshkosh, Fond du Lac, Green Bay, De Pere, Menasha, and Appleton. Other libraries not represented at that time will doubtless become members of the association.

A. L. A. meeting for 1899

A meeting of executive committee of A. L. A. was held in Cambridge, Mass., Nov. 26, 1898. In addition to the committee, Mr Montgomery, of Philadelphia, Miss Wallace, of Atlanta, Dr Wire, of Worcester, Mr Bolton, of Brookline, Mr Wellman, of Brookline, Mrs G. M. Jones, and Mrs H. J. Carr were present.

The following points were developed. A. L. A. meeting to be held week beginning May 8, 1899. Main topics: Library extension and Traveling libraries, Library leagues, Women's clubs, Open shelves and Coöperation. Sessions to be 10:30 a. m. to noon and 3 to 5:30 p. m.

A general meeting will be held and then break up into sections. One or two of these meetings will occur in the evening.

A short program and leave plenty of time for discussion and comparison of views. One of the evening meetings will be a lantern-illustrated one of pictures of libraries, traveling libraries and other phases of library work, held in one of the large theaters.

Large library section, Dr B. C. Steiner, chairman; Elementary section, Dr G. E. Wire, chairman; State and Law library section (organized at Worcester), Dr Egle, chairman; Trustees' section,

Dr H. M. Leipziger, chairman; College and Reference section.

An exhibit will be made similar to the one at Lakewood.

Committee on exhibit: Miss Wallace and Miss Hazeltine.

Secretary to make traveling arrangements.

Traveling secretaries: G. B. Meleny, Chicago; E. E. L. Taylor, Washington; F. W. Faxon, Boston; F. P. Hill, N. Y.

P. D. committee to report on state documents.

Committee to report on formulation of credentials and qualifications: Hill, Brett, Putnam.

Committee on revision of constitution is to report, in print, three months before meeting.

Committee on Paris exposition library exhibit: Andrews, Hutcheson, and Mrs Fairchild.

A Correction

In regard to the statement going around that Ohio has a senate librarian who draws a salary of \$7000, State librarian Galbreath writes as follows: There is no senate library in Ohio and of course no appropriation for it. We have a law library, which is separate and distinct from the Ohio State library. It is called the Supreme Court law library.

It might be interesting to the readers of PUBLIC LIBRARIES to know that since October 12, the date of the Dayton meeting, the State library has sent out traveling libraries as follows:

To woman's clubs	18
To granges	10
To schools	24
To other organizations	20

Total

Very truly,
C. B. GALBREATH.

Wanted—A position as cataloger, or general assistant in library, by a young lady with training, experience, and good references. Address S. D., care PUBLIC LIBRARIES.

Ohio Library Association

Proceedings of the Fourth Annual Meeting
held at the Hotel Beckel, in Dayton,
October 12-13, 1898

Officers

President—Frank Conover, Dayton.

Vice-presidents—Mrs. Frances D. Germain,
Toledo; Julia Hitchcock, Youngstown; May
Lowe, Circleville.

Secretary—Charles Orr, Cleveland.

Treasurer—Martin Hensel, Columbus.

Member Executive Board—A. W. Whelpley,
Cincinnati.

The first session was opened on Wednesday, October 12, 9 a. m., at Hotel Beckel.

President Conover called the association to order and delivered his annual address, as follows:

Members of the Ohio library association: On behalf of the Dayton board of library trustees, of our librarian and her staff, and of all the people of Dayton who are interested in library work, I give you cordial greeting. Up to this time you have convened only in the great cities of the state, and you have been brought into contact only with the larger libraries, enjoying the advantages of practically unlimited financial resources (I might qualify that as to Cleveland, I believe, this year), and enabled to do many good things denied to the libraries of lesser places. But we felt that even in this city the true inspiration existed for successful work in your field of professional labor. And we are more than willing to serve as the intermediate station along the path of this association, which is to lead us from a study of great metropolitan libraries down, or up, to the consideration of the wants and demands of the library in the most modest community of the state. For the best mission of the public library lies not necessarily in the big city, and its educational force may be expended with noble results upon the township, the village, the school district, the cross roads, the dull and starving town. Of the communities in Ohio, some 2,000 in number, having a population of 300 or more, only about 5 per cent have even the semblance of a public library. It seems to me there is no question but

that in that field lies the greatest future usefulness of the O. L. A., and I want to be in and with and of this association until the day when it shall go, like an invading army, into the byways and hedges of Ohio, and shall challenge the very public school system itself in the measure of its usefulness as a public educator.

As your president this year is neither a librarian, nor now even a trustee of a library, he has found it somewhat difficult to select a subject upon which he might talk to you without presumption. However, I venture to ask you for only a little time to think about the right attitude, not of trustee to library, not of librarian to trustee, not of any one inter-related part of library administration to any other part, but of the relation of the public library itself toward the public which it is designed to serve, and of the public toward the library.

It is my belief, based upon a number of years of experience as a trustee, that the chief reason why the library does not accomplish greater and better results as a factor in popular education may be found too often in the passive, receptive, waiting attitude of the library itself. It lacks initiative movement, aggression, attack. That is heresy, possibly, uttered in the presence of the librarians of Ohio, and each one of you will think that it does not apply to her library or to his library, but I believe that it does in a greater or less degree apply to all the libraries of the state. The natural tendency of the library is to be a waiting and receptive institution. You expend thought, study, scientific method, organization, system, fine literary judgment, upon the interior condition, but you do not go out upon the street, like the runners-in of the Chatham street clothing store, and entreat the public to come in and try your wares. There is too much of preparation and not enough of execution in the activities of the public library.

I do not mean to assert that this is true, to its fullest extent, of all public libraries. But when you call that li-

brary most progressive which most completely abandons the passive condition for one of aggressive activity and importunity, you have conceded my point. For, if the library which goes out after the public is "progressive," it must have progressed from a state which still envelops its congeners.

At every meeting of the American Library Association, or of this association, in one form or another the question is sure to come up, What is the public library for? What is its mission? What is its object? You have heard the question asked and listened to its answer, once and again. But the question must be asked, it must be asked often, and it must be answered often, as libraries go on, because unless we do ask and keep closely before us their ultimate aim and object, we are apt to be content with what has been accomplished, and to lose our ambition and our sense of the necessity for going forward.

And what is the public library for?

To furnish good literature to the public; to give pleasant reading to the reader for pleasure; to supply useful books to the serious student; to enrich seekers in special paths of knowledge with the best of science, mechanics, the arts, history, travel; to stimulate club activities among men and women; and, best of all, to become the complement of that great educational institution of the state—the public school system; not merely to supplement it, not to stand outside of it, but to become a component and equally important part of the educational activities of the state with the public school system. The library should be found moving in every avenue of human endeavor, pushing, compelling, helping. It should count largely in overcoming the powers of greed, selfishness, and ignorance.

It is the experience of all of us, I think, an experience of surprise, to find ignorance of the true work of the library, of its rich contents, its true possibilities, among people who are otherwise well informed. It has been my experience, not once but scores of

times, that those who are informed upon general subjects—young men of fair education—come to me and ask, What is in your library? How do we get books? They say: We don't like to go to the library because we don't know how to find what we want; we don't know what is there. It was proposed to me by an attorney of this city the other day, as an entirely original idea on this subject, that the trustees ought to provide a catalog of the contents of the library! Have we not made the mistake of spending too much time and labor in preparing catalogs for the use of the public, when our real business is to prepare a public for the use of the catalog?

How are we to do this work? How are we to get at the public? How are we to force ourselves upon the people so that they cannot ignore the library, and so that it will become to the great majority of them necessary for their daily life? By collecting books merely? By adopting scientific methods of classification? By exhibiting complete card catalogs? By elaborating systems of administration? All these things are good, and all these things are necessary—they are vital in the administration and operation of any successful library, of any library which has a right to exist. Yet they are but the means to an end; and if we consider, when we have attained these, that we have come to an end, we have lost all the work that has gone before. The true work of the library is to compel the public, the people, to come in, and if they will not come in, to go out to them. We think we have achieved an important step when we have thrown the books open to the public. That is a step in the right direction, but it is not all. If the public will not come in to the shelves after they are open, we ought to take our books out on the sidewalk. The public library is simply a convenient center from which everything should go out. It is not meant to keep the books there permanently. If it does that it is a failure. So I say, if the public will not come in after you have invited them in

every possible way, it is your business to go out and capture them. There is danger that in getting ready to supply a want which you know to exist, you may forget to convince the people that they have wants which it is your mission to supply.

Now, what practical ways are open to the library in its real mission of getting hold of the people? I cannot hope to make a suggestion new to any of you possibly, because almost every avenue has been tried somewhere, one by one library, another by another library, not all by any one library; the work is too large at this time for any one library to attempt it in every direction. But they have been tried, sometimes with a degree of doubt which insured failure, sometimes with a courage which brought success. You may say that it is difficult to get to the public, to carry into practice this theory, which is so beautiful as a theory. It is said that you may lead a horse to water but cannot make him drink. I find fault only with the libraries that do not even try to lead the horse.

In the first place, and the word is familiar to you,—Advertise. I am surprised that the libraries of the state do not make larger use of the public press—of the newspapers. What do the people know in this city, for instance, from one year's end to the other, as to the public library, as to its contents, as to their privileges, except to see published from week to week a list of books, of names which mean absolutely nothing to the ordinary reader? That is practically all of the public library advertising that is done in the great majority of the cities. Isn't that a true charge? I should far rather leave the list out altogether and have somebody in the public library each week fill a column, or a half column in each of the newspapers, with attractive reviews and explanations of the books contained in the library, both the new ones and the best of the old, and I do not believe there is a progressive newspaper in Ohio which would not welcome that to its columns if you would furnish it. You must keep your pos-

sible readers constantly in mind of your existence, of your aims and hopes, and of their privileges and rights, and you must do this in the best ways possible.

Again, you might storm the churches. It seems to me that a systematic effort to go into the churches with lists of books, even with small and select libraries, to supplement the Sunday-school libraries, would be met with approval by the church people themselves. I don't know why this is not a large and a perfectly right field for the public library to enter upon; and if I am right in assuming that there should not be a single possible avenue closed to your efforts, isn't it possible to placard the churches, the Sunday-school library room, with the best books of your library, to direct attention to them, and even to put some of the best of them there to use? That may mean a deal of hard work, but why cannot it be done?

You who live in large towns, try the factories. If I had my way about it, every factory in the city of Dayton would have a part of the public library within its walls for the use of its employees, and I shouldn't be bothered by the objection which is raised from time to time that a public library has not a right to put books into the hands of a limited number of persons. I think when a factory employs anywhere from 200 to 1000 men, and you give them anywhere from 100 books up, you are supplying the public, within the legitimate purpose of public libraries, and I do not see why the library shouldn't go into every large factory in Ohio and furnish books to the men who will not and cannot come to the central buildings. We know that when the factory closes at 6 p. m. and the laboring man gets home weary from ten hours' toil, he is not going to the public library to take out books. It is an expense, it is a trouble, and he has not the impulse to do it. But if the books are taken into the factories, if they are where the men see them every day as they go to and fro, where the working girls see them as they go in and out, they will read; and if they do not read the books which

you send them, they may read something immeasurably worse.

But where is the most inviting field for invasion by the public library? There is but one answer and you know it—all of you. It is the public school. I would, if necessary, abandon every other method of reaching the public for the purpose of emphasizing and building up to the largest extent the work in the public schools. There are two or three cities in the state that do this now upon differing plans. All of them are doing good. But what shall we say of the large number of libraries of the state which do nothing for the public schools excepting to supply the school children with books as they come to the library along with the other patrons—the adult patrons? It does seem to me that there is your work; that the libraries of the state should wake up to the vital importance of this field of endeavor. It is open, it is ready, and I think that there is a growing tendency on the part of boards of education, and of those in charge of the schools, to encourage practical coöperation between these two educational agencies.

If we don't do these things, what do we do with our libraries save make them great receptacles of books from which we deal out reading to such of our constituents and supporters as may choose to come and get them? That is the fault, I find, as I have said, with the libraries. I do not believe there is a librarian in the state, who, if empowered to do these things, who if able to do them, would not gladly enter upon one or the other of these avenues of extension of the work; but that this fault exists with regard to most libraries, not only of Ohio, but of other states, I believe to be beyond any question.

Whose is the fault if it is not the fault of the librarians? Possibly the fault of the public itself; possibly that of the intelligent part of the public, which should know but which does not know what the library is, and what it means and the measure of its importance to the welfare of the community.

Let us lay part of the burden upon

the legislators who are niggardly in this state—niggardly towards public libraries. Cleveland itself furnishes an example today of a mistaken policy of economy and retrenchment, which cripples the public library of that splendid city. There isn't a city in Ohio, with possibly the exception of Cincinnati, which has enough money to run its library upon a large basis, and that is the fault ultimately of the legislators who fail to give us larger appropriations, to authorize tax levies more nearly adequate to our needs.

But in truth the fault primarily is to be laid at the door of the library trustees of Ohio—the men who are content to administer the library as a matter of routine, to lay upon the shoulders of the librarian all of the work. She is ready to assume every active responsibility for the betterment of its conditions, for the advancement of its mission. Of course I am not speaking of any of the trustees present here, nor of the trustees of any of the cities represented. But it is the truth that too many people, from the legislator to the taxpayer, regard the public library as a sort of municipal ornament, not to be compared in importance with the crematory.

The best equipped and most successful libraries in the state are those whose trustees take the greatest degree of personal interest in the administration, who are oftenest at the library, who are most jealous of their rights as trustees, who are most watchful of the methods of the librarian, who are quickest to make suggestions and the most careful in having them carried out. A trustee after a number of years service in a public library ought to become almost an expert librarian. He is not expected to master the Dewey system, he is not expected to understand the mysteries of call numbers or of classification. But he ought to know in a general way what these things mean, and he ought to know that his library is doing the very best, is getting the very best, is keeping to the forefront in all matters of library administration.

I do not believe that there is a city in Ohio today which is suffering from the lack of library funds which could not remedy that defect; which could not be released from that condition if a systematic attempt were made on the part of the trustees to increase the library levy. It is my observation that there is no tax laid upon the people which they pay so cheerfully and with so little question as the school tax. People do not question the tax burden laid upon them for educational purposes. I doubt whether one taxpayer in Dayton out of 1000 knows what is spent in the public library each year, or cares, so long as it is understood that the library is well and properly managed. People cheerfully contribute to that purpose, and therefore I say when it comes to the question of increasing your tax levy in towns which suffer from limited funds—when it comes to the question of increasing that to the point where it is possible to do the greatest good, a public library will have no public objection, but encouragement; and it is the first duty of the board of trustees of every city which is in that condition, to go to the legislature and to obtain the necessary tax levy. And so I believe that after all we may lay the responsibility for the library's passive attitude, if we may call it that, upon its official custodians in the persons of the board of trustees, because, as I have said before, it is not the fault of the many librarians of the state or of the country. They show their ambition, they show their professional pride, they show their desire to advance library interests, not only by means of meetings of this character in the state, but by national organization. They show in every way that they are alive with the true professional spirit; so that if their libraries are not doing in any community all that they ought to do, it is not just to lay it at the door of the librarians. So long as there is a remedy, and that remedy is purely a financial one, it may be attained by official interference, official activity, official interest. The ultimate responsibility is not far to seek.

And I really believe that nothing better can be done by this association than to form a Trustees' section, and to get into it every trustee in the state of Ohio as an active member. Not only that, but the trustees should go further. If there were any way to make their membership in this association compulsory, I would advocate that. I think that is a step beyond us, but we can persuade them; and after having gotten them in, there should be a policy adopted by every library board in the state of Ohio under which the librarian and representatives of the library force should be sent to the annual meeting of the Ohio library association at the expense of the library fund. It should be a part of the duty of the librarian to attend, and she should be fined if she does not.

This association ought to have 200 or 300 members instead of 50 or 60. I believe, my friends, that the missionary work of this association is not so much among your books, and not at present among the public so much as it is among your trustees, and that beginning there you will find the solution of the question of the situation which I have suggested as existing in the libraries of the state, namely, that they are not doing the active, aggressive, pushing, compelling work it is possible for every library to do. I thank you.

On motion, the reading of the minutes of the previous meeting, including the secretary's report, was dispensed with.

Reports of committees were then called for. Robinson Locke, of the committee on legislation, said the committee had taken no action and had no report to submit.

Linda A. Eastman, of Cleveland, read the report of the committee on library extension, as follows:

Report of the committee on library extension

Your committee as soon as possible after its appointment laid out its work along the three following lines:

- 1) The collecting of information in regard to library extension in Ohio during the past year.

2) The bringing in of new members to the O. L. A.

3) The careful maturing of plans for the future work of the committee.

A circular letter and accompanying list of questions was prepared and sent out by the committee through its chairman to 105 libraries of the state. There were 52 replies received; 27 being from public, 16 from college, and 9 from subscription libraries. These replies, together with a careful summary of their contents, have been put in shape for reference, and are submitted with this report.

From the answers to this circular of inquiry, and from various other sources, the committee has gleaned the following items of information in regard to library extension in the state during the past year:

Libraries have been started at Coshocton, Lisbon, Logan, Marysville and Massillon. The libraries at London, Painesville, Pleasant Ridge, and Warren have been reorganized as free public libraries, with their work greatly enlarged. Bellefontaine, Cedarville college, Delaware, Franklin, Fredericktown, Greenfield, Hallsville, Mogadore, St Paul, Versailles, Washington Court House and Wilmington are reported as making the beginnings of a library for their respective towns. It is worthy of note that of the libraries mentioned above, the Lepper library at Lisbon was founded on a gift of \$11,000 from Mrs Lepper, of Cleveland, the citizens of Lisbon contributing \$5,000 for a site on which a beautiful new building has been erected; and that the McClymonds library at Massillon was made possible by the gift of \$10,000, willed by the late George Harsh, an endowment of \$20,000 from J. W. McClymonds, and the beautiful home of the late Nahum Russell from his two daughters, to be remodeled as a library building. The movement which made the library at Warren a free public library was started by W. E. Harmon, C. E. Wood, and C. B. Harmon, who offered to give \$3,000 in cash and guaranteed \$100 per year for 10 years, provided the citizens would

raise an additional \$2,000 and pledge \$100 for 10 years; a bill was then introduced and passed the state legislature, to provide a tax levy—this bill is described later in this report as the first compulsory library law in Ohio.

The trustees of the Cincinnati public library have reorganized under a new law, making them independent of the board of education, and making the library free to the county by levying a tax of three-tenths of a mill on the entire county.

The Circleville public library has begun to reclassify by the Decimal system.

The Case library of Cleveland has greatly strengthened its departments of engineering and technical literature. It has given a number of interesting exhibits on subjects allied to books and art.

The Cleveland public library on January 1 moved its West Side branch into a beautiful new building; during the year the reference library has been reclassified and shelf-listed, and a children's room opened.

The Public school library of Columbus has established three branch libraries in school buildings.

The Dayton public library has put current periodicals into circulation, and has opened a branch delivery station.

The Defiance public library invested \$1,000 in books of reference.

The McWhinney free school library, of Greenville, has a new card catalog.

The Lancaster public library has moved into a larger and pleasanter room and greatly enlarged its work.

The Mechanical institute library of Lebanon gave a course of free lectures at the library last winter with good results.

The London library has introduced the Dewey system of classification and has opened a reading room containing the leading magazines and newspapers.

The Mt Vernon public library had a reference room fitted up, with the result of more than doubling the reference use of the library.

The Painesville public library has a beautiful new building nearing completion.

The Sidney public library has added about 1200 new books, among them some important reference works. The library has been reclassified by the Decimal system and recataloged.

The Warder library of Springfield has been reclassified by the Decimal system and recataloged. A new printed finding list is to be issued this fall.

The I. O. O. F. public library of Steubenville has moved into a larger, pleasanter room.

The Toledo public library has planned a children's room.

The Urbana public library has purchased a new building, which is being handsomely fitted up.

The Wilmington public library has opened a reading room.

The Xenia library has extended the hours of opening.

The Reuben McMillen free public library of Youngstown has purchased, with funds largely raised by public subscription, a building which is being refitted for the library. It has also begun issuing books to the schools in sets of 25, and has printed a little catalog of these school libraries.

Among the college libraries

The Antioch college library has secured an appropriation for a new card catalog.

The Denison university library has been opened by courtesy to the citizens of the town and county as a reference library.

The Hiram college library has a new card catalog.

Ohio university library has allowed the women's clubs of the town the use of the library.

Ohio Wesleyan university library has moved into a new building, one of the finest library buildings in the state, and has reclassified the library by the Decimal system.

St Xavier college library of Cincinnati has refitted its reference room with modern improvements, added about

1000 new volumes, and recataloged the library.

Gifts

Among the notable gifts to Ohio libraries during the year are the following:

Two gifts of between 600 and 700v. to the Antioch college library.

The public library at Cadiz has had \$700 left to it by the will of the late James Porter of that town.

\$5000 willed by the late F. D. Lincoln to the Young men's mercantile library of Cincinnati, to be invested and the income used for the purchase of scientific books.

A fine marble bust of the late James E. Murdock was presented to the Cincinnati public library by the librarian, A. W. Whelpley.

John D. Rockefeller has given to the Cleveland Kindergarten association the money to build and endow the Alta home, a beautiful social settlement building in the Italian settlement in the East End; the plans for the building include a fine library.

R. C. Spencer, of Milwaukee, has furnished the means for sending out traveling libraries from the Pratt R. Spencer memorial library of Geneva.

Lisbon public library received a check for \$1000 from Senator Hanna.

The Ohio Wesleyan university library of Delaware has received two valuable gifts of books (6500v.)

The Toledo public library has received a gift of about 1000v. from Robinson Locke, one of the trustees of the library.

By the will of the late J. R. Brumback, of Toledo, Van Wert has received the means for building a new public library with all modern appliances.

Of special interest to all is the growth of the traveling libraries sent out from the State library; 388 of these libraries have been sent out since Sept. 1, 1897, of which 118 were sent to the granges, 100 to women's clubs, 89 to schools, and 81 to other organizations. An appropriation of \$4000 per year, to be used in buying books for these libra-

ries for the next two years, was granted by the last legislature. This legislature also passed the first compulsory law for Ohio. It provides that in all cities with a population of between 5000 and 10,000 having already a free incorporated library, the local board of education must levy a tax of not less than three-tenths and not over five-tenths of a mill, to be known as a public library fund, and to be paid over to the trustees of the library and used in the purchase of books or for general expenses.

No review of the library progress of the state for the past year would be complete without noting the increased appreciation of the value of trained workers. The Dayton public library last June completed the two years' training course for its assistants and apprentices. Case library, of Cleveland, had a three months' class last spring, while six weeks' summer schools were conducted at the Ohio state university and at the Cleveland public library, and there were also during the year a number of students from this state attending the various regular library schools in the country. Some of the new libraries have been organized and several old ones reclassified and cataloged by experts called in for the work.

The foregoing is but a partial record of state growth for the year, but the difficulty with which it has been gotten together proves the need of some systematized plan for obtaining such information.

Your committee has obtained and sent to the secretary over 100 new names of persons not members of the O. L. A. who might be interested in the association. Twenty-one libraries have been reported as needing and welcoming help in the way of suggestions as to methods of organization and administration.

It has been suggested that this committee be empowered to act as an official Bureau of information, to collect important statistics, give all possible aid in the shape of information needed

by new libraries, and by libraries which have outgrown their old methods, start a library interest through local papers, in communities now without libraries, distribute reports of O. L. A. meetings, increase the association membership in every possible way, etc.

If the library extension committee is to accomplish any part of this work, it is of the utmost importance that it should be an active working committee during the entire year; its members for the coming year should therefore be appointed before the adjournment of the conference. It would seem wise, also, to enlarge the committee by including a member of the State library commission, and the secretary of the association, ex-officio.

In submitting this report and the statistics accompanying it, your committee would earnestly request that the necessary action be taken

1) To provide for the appointment of the new committee on library extension (and for all other important working committees) as soon as possible, and before the adjournment of this meeting.

2) To provide for an increase in the receipts of the association which will admit of an appropriation for this committee sufficient to cover the cost of printing, stationery, and postage.

3) To provide for the printing, for distribution throughout the state, of the proceedings of this meeting.

Respectfully submitted,

J. M. BORROWS,
MRS. O. P. HUGGINS, } Committee.
L. A. EASTMAN, }

A. W. Whelpley, Cincinnati. Mr Chairman: Everybody who knows Miss Eastman would feel that any report that would come from her would be not only full of information but would be absolutely correct. I am astonished at the range that Miss Eastman has taken with this report—the amount of labor it must have entailed to collect and adjust all of these facts. Personally I wish to thank her, and I would like to ask the Chair to put a motion giving her the

thanks of this association for the paper. Unanimously voted.

On motion of Mr Orr, the report was received and filed.

Mr Locke suggested that some way should be provided by which the information contained in the report could be disseminated among the librarians instead of filing it away.

The president: Some of us have had under discussion the future proceedings of this meeting, as to what part shall possibly be printed—what reports should be printed—what papers, and whether it is possible to do it at all. We must take some time to discuss that later during the business session.

The members of the committee on public documents being absent, that report was passed.

Miss Sherwood, of the committee on S.S. and Y. M. C. A. libraries, stated that the committee had nothing to report.

May Prentice, of Cleveland, chairman of committee on library and schools, and coöperation with Ohio teachers' association, reported as follows:

My report is not what I wish it were for today. Last June when the teachers' association met at Put-in-Bay, there was a meeting of the Library section for the first time in the association, at which several papers were given by librarians and teachers. The meeting was a very profitable one indeed. It was a very small one, considering the fact that there were about 500 people in attendance at the teachers' meeting. There were, perhaps, 25 present in the Library section, and I found afterwards that many of the leading teachers present at the associational meeting had no idea what the Library section was; they thought it was simply a meeting of librarians, didn't understand their connection with it. We enjoyed the meeting very much, and we succeeded in getting one or two things to come to pass that seemed worth while. One of them was this, that next year, at the meeting of the teachers' association, one paper from the library section shall be read before the general assembly. That is an opening wedge. The next thing was

the appointment of a delegate from that association, E. A. Jones, of Massillon, who is present today, to come to this meeting to find out what you are doing here, and find out what you could do to help us and what we could do to help you.

I had hoped to be able to make an investigation of the state of affairs to know what was being done in different cities of the state, in different towns and townships of the state, between the schools and libraries. I have not been able to do that. I know only a very few places in which I know thoroughly what is being done. The trouble seems to be the lack of coöperation between the libraries and the schools. What is always the trouble, therefore, is a personal thing—the fact that too many of our teachers—I am speaking upon the school side now, are not ready for that work; that they know very little about juvenile literature; that they are, therefore, not able to choose the books that should be used by the children when the opportunity is given them to choose and to have the books in the schools, and they are not able to direct the children in their choosing.

The next thing from the school side is that the impression mainly prevails among the teachers and among parents that time spent in reading, unless it is with a certain absolutely definite purpose, for information on a given subject, is waste of time. The correlation still holds the field, and there are some teachers, I think, who would refuse to allow the children to recite the 23d Psalm for morning exercise unless they were going to have a lesson on sheep for that day.

The next thing is a lack of official recognition on the part of school authorities—the recognition of the value of the library to the school and of the use which we can make in the schools of the books from the libraries. And that exists largely because of the two points which I have first mentioned—the lack of ability on the part of many of the teachers to carry on the work when they have the opportunity, and

the impression that it is waste time to read—for a child to read except with a definite purpose of information.

The things that we need to get in are two or three in the end that we need to work for now. First, in our normal schools and in our county institutes, in our conventions of teachers, everywhere where there is to be study by the teachers of their work, we should have definite teaching along this line. And in our normal schools we should have a course of instruction in juvenile literature; in our county institutes we should have a series of lectures in which one by somebody competent to give it shall be on juvenile literature and on the use of books that may be made in the schools. And this county institute work isn't to have to do only with the cities where large numbers of books can be put into the schools, but the district school, the small school where only a few books can be had, or perhaps only one book of a certain kind—where duplicate books cannot be had perhaps—shall be told how these books can be used.

Another step towards the recognition of the value of this work can be gained if we can have persistently kept before the teachers in the educational journals the value of it. You library people who know what is being done in different libraries can do that. You can do it from your side to quite as good purpose as the teachers can do it from theirs. It can be done by both sides.

The average teacher going to the library does not know books. A list of 10 annotated, so she knows which one to get, will do better than 100 with no annotations.

After all, the thing which we have to remember in this, just as we have to remember in every other thing that is worth while to push on, is that 10 times one is 10, and that multiplication goes on very rapidly. If you can interest the 10, they can interest the other tens, and it will be but a comparatively short time until you get what you want.

The president strongly urged the organization of a trustees' section, and re-

quested all trustees present to meet at the public library at 7:30 Wednesday evening to effect such organization.

The auditing committee reported through the chairman, Miss Boardman, that the accounts of the association had been gone over and found all right.

Miss Newton, of the committee on necrology, stated that the committee had no report to make.

The president: Is there any general business to be introduced?

Olive Jones, Columbus: In order to carry out the second and third objects of this association, namely, to encourage the establishment of new libraries and to increase the usefulness of those already established, I beg to offer the following resolutions:

Whereas, the committee on library extension has been appointed with a view to carrying out the second and third objects of this association, and

Whereas, this committee's means for accomplishing the work assigned to it have been insufficient to effect the desired ends;

Therefore be it resolved,

1) That an enlarged committee on library extension be forthwith appointed, said committee to consist of a central committee, of which the secretary of this association shall be an ex officio member, the four remaining members to be appointed by the president, as follows: three members from the active membership, and the chairman of the Ohio library commission. The central committee shall have power to select a corresponding member from each county in the state.

2) That appropriation be made from the funds of the association for the expenses of the extension corner, in publishing and distributing library propaganda throughout the state, said appropriation not to exceed one-third the annual receipts of the association.

Mr Whelpley of Cincinnati: I should like to see these resolutions go over until later in the meeting, to give them the consideration that is due them. I think we are hardly able to decide just now.

After some discussion, in which it developed that the association has more than 100 members, and by making the proper effort the membership could be increased to 250 or 300 members, the resolutions went over for future consideration.

Mr Locke: In order to increase the list of membership, I am requested to introduce this change in the constitution:

1) The class of membership of the association be defined as follows:

a) **Active membership**—Any person officially connected as trustee, librarian, or assistant with any public, college, or library of the state, shall, upon payment of annual fee of 50 cents, be entitled to active membership in the association with right to vote.

b) **Club membership**—Any federated woman's club of the state shall, on payment of annual fee of 50 cents, be entitled to name from its number one delegate which shall have all privileges of active membership and be entitled to vote.

c) **Associate membership**—Any person not officially connected with any library may become an associate member by paying an annual fee of \$1, but shall not be entitled to vote.

d) **Active-associate membership**—Any active member of the association may, on payment of \$1 in addition to regular fee, become an active-associate member.

e) **Library membership**—Any public, college, or other library may, on payment of \$2 annual fees, become a member of the association and be entitled to send delegate with full powers of active membership.

2) That the call for next annual meeting shall include notice of amendments to the constitution as follows: Article 3. Defining membership as outlined above.

E. A. Jones, of Massillon, delegate from Ohio teachers' association, addressed the association as follows:

Mr President and members of the Ohio library association:

Perhaps the few words I may have to

say will come appropriately at this time in connection with the report that was made by Miss Prentice in referring to the coöperation of the libraries and the schools of the state. I was elected a delegate to this meeting from the Ohio state teachers' association, and I deem it an honor to represent that body on any occasion, and I feel that it is a special privilege to be present at the meeting of this state library association.

I have no instructions whatever. I was sent here in order that I might express the interest that is felt by the educators of the state in this library work; also that I might listen to the papers and discussions and gather up such points as would be helpful and interesting to the teachers of the state, and make a brief report at the time of the next meeting.

I was much pleased with the president's address, and I was glad to hear him give such emphasis to the fact that the most important field for library work is with the public schools of the state. Some of you will remember that a few years ago Charles Francis Adams, jr., at that time a member of the board of education of Quincy, Mass., made a report in which he severely criticised the public schools. In reference to reading, he said in that report, the public schools teach the boys and girls the mechanical part of reading. They bring them up to the great field of literature, the good and the bad, and there leave them to take their chances, to find their way or lose it as the case may be.

It was felt that it was a just criticism, and from that time I think there has been more interest on the part of the teachers, the educators of the country, in introducing the children to the best literature. We feel that we have a work to do in guiding them in the field where they are not acquainted.

I want just for a moment to say a word in regard to one phase of the educational work in Ohio, that it seems to me must be of interest to this association—that is the reading circle work. Seventeen years ago a plan was adopted

and the reading circle was organized, and there has never been anything in the state of Ohio that has worked so much good to the teachers, and consequently the schools of the state, as the Ohio teachers' reading circle. It is managed by a board of control, consisting of eight members, two elected annually by the state association. During this past year out of 22,000 teachers in the state, we had 6363 who had read the work of the circle for the year, and 628 who received diplomas at the last meeting, showing that they had read the work of four years.

Then, in connection with this a pupils' circle was organized, which includes the third year in our graded schools. This reading runs in three lines, literature proper, history and biography, science and nature study, three books required. Other books are suggested—three books are required that are thought to be adapted to the third year, and then the fourth year, and so on, through the high school. A certificate is given to any pupil in the third year of any school whose teacher will certify that he has satisfactorily read those books. When he has read the work of the four years he receives a diploma without charge. In the past year 9056 children of the state received certificates of having read one year's course, and over 700 received diplomas of having read the work of four years.

Here is a field in which the schools and libraries come together, and where the library can do a great amount of good. We hope to make the library very useful, not a supplement, as the chairman said, but a component part of our school system.

This is an important field of the work, and the state library, with the new feature that has been adopted, can reach the township schools throughout the state. I am exceedingly interested in this work and am glad to be with you, and let me express the hope that we may see you all at the next meeting of the teachers' association, and I trust that at the next meeting of the Ohio library association, there will be a larger

number of teachers present to talk with you.

The next business in order being the appointment of a nominating committee to suggest names for different offices, Miss Newton moved that the nominations for officers for the ensuing year be made in open session. Motion seconded by Dr Whelpley. But after a lengthy discussion, the motion was withdrawn, and the president appointed the following as the nominating committee: Dr Whelpley of Cincinnati, Miss Granger of Cleveland, Miss Newton of Portsmouth, Miss Tyler of Cleveland, and Miss Mercer of Mansfield.

Adjourned to meet at Hotel Beckel at 1:15.

At 1:30 the party boarded the street cars and were taken out to the Soldiers' home, where they were to hold the afternoon session.

After visiting the buildings and flower gardens of the Home, the association assembled at 3:30 in the hall of the Putnam library of the Home.

The president: The regular order for this afternoon, as you all know from the program, is a symposium: Some obstacles to be overcome in starting and managing a small library. The discussion was to have been opened by Mr Ashley of the Morley library, Painesville. Mr Ashley cannot be here, but he has prepared a paper which will be presented to the association by Mr Hensel, of Columbus.

Some of the difficulties encountered in starting a small library

The initial difficulty to be encountered in starting a small library is the difficulty of arousing and maintaining an intelligent public interest in the enterprise; for without such interest, both widely extended and wisely directed, but little real and permanent good can be accomplished. One man of wealth can, of course, spend money in erecting a fine building, in gathering a collection of books, and in establishing an endowment fund, without the aid of others; but such cases are outside the view of this paper. We are consid-

ering the case of a village where the willing and wealthy man has not yet appeared. In such a village the founding of a library must be the result of the efforts of many persons acting together; a result which I cannot help thinking of more value to the community than the splendid benefaction of an individual, for those who help themselves must have a deeper interest and receive a larger benefit than those who simply accept what another has provided. "It is better to give than receive" is true in the village library, where it is better to make your own library than to receive it at another's hand.

To secure the interest of the thinking part of the community is the first thing to be done. This may seem to be an easy thing to do, for a library is such a manifest blessing that it needs no trumpet. And yet it is not always an easy thing to persuade a small community that it is possible to start a library in that village through the unaided efforts of the people alone; nor is it always possible to sustain and direct an aroused interest along the best channels.

Once persuade the people that they can have a library if they want it, and the battle is half won. A collection of fifty good books, owned by an association, kept in a private house and loaned to members on one stated day in the week by the lady of the house, is easily within the reach of every neighborhood of a dozen houses in any country district in the state; and such a little library is an infinite advance over no library at all. A library of some size is therefore a possibility in any village where the people want better things than they now have. The size of the collection will depend, of course, upon the wealth and the willingness of the people who support it. The starting point, then, is to convince the intelligent people of the place that they can have a library.

The next step is, of course, the formation of some association to own, control, and manage the library. And here great pains should be taken to make

the organization truly representative of all the best classes. No one whose voice is worth hearing should be "left out in the cold." Your library is established for the sole purpose of reaching the minds of as many persons as possible. The more engaged in the work the larger will be the good accomplished. The library may be made the center of the best intellectual life of the village as no other institution in the village can hope to become; but to accomplish this result, we must have the cooperation of all persons who think upon the right side of things. First of all we must have the sympathy and support of the public schools. The library exists largely for the benefit of the young; its highest work is educational; its most lasting effects are to be produced in the minds of those who are still in the schools. The superintendent, the teachers, the members of the board of education, should first of all be brought into close touch with the project and won over to an active part in the work of organization. A printed call in the village newspaper, inviting all who are interested in the formation of a public library to attend a meeting for that purpose, is by no means enough. The school people should be visited personally and invited and urged if necessary to come in. This no doubt seems like an elemental truism. It is indeed elemental and fundamental, but is a truism that has not always been remembered, and needs to be stated, it seems, for cases are not unknown where libraries have been established without any attempt to bring the matter to the attention of the teachers and others connected with school work, the result in such cases being that the schools have derived a minimum of benefit from the library, and the library has been deprived of the great advantage of an official recognition on the part of the schools. A public library not in close touch with the educational work of the village is an anachronism today.

Next, the editor should be made a part of the motive power. He can help greatly if he becomes actively inter-

ested. We shall need the best help the paper can give us, and we cannot have that until we win the editor himself. Then the pastors of all the churches are engaged in a work that ought to be in harmony with the purposes of a library, and they should be all connected with the library. They are not likely to take hold unanimously unless they are especially asked to do so. The other professional men should be induced to join. All persons who have libraries of their own will be likely to be interested, but the matter should not be left to nature and chance. "Go out into the highways and compel them to come in." In a word, all persons in the village whose look is up and not down, should be given a good opportunity to attach themselves to the work and to help it along. A general invitation in the newspaper is good, but is usually too general to bring the best results to pass.

We must have as many partners as possible, if our library is to do the greatest good to the greatest number. A small clique or clan seeking for a new plaything can make a start at a library; but too often the tangible effect is as small as the exclusive set of the managers in such cases. Therefore in organizing a library association, pains must be taken to avoid the appearance of clannishness. If eight out of ten trustees are members of one church, the other village churches are prone to "sniff" at the library itself. If the one family in the village that of all others stands for literary knowledge and culture, through the possession of the largest collection of books in the town, should be overlooked in the entire work of starting, that family has some justification for saying, They don't seem to need us; and perhaps we can manage to worry along without them. We must remember that the village is not the city. City people may, perhaps, be able to take a broad view of things; but we villagers, having fewer interests, are apt to notice quickly and remember long the little slights, even when they are more apparent than real.

Having convinced the public that a library is a possibility, and having aroused interest enough to warrant the formation of an association, the money question next comes up for attention. Experience in the work of raising funds for library purposes has not qualified the writer especially to speak. Fortunately our American people are trained money raisers. The little church in the tiniest hamlet can give practical suggestions for finding funds. Membership fees, private gifts, public entertainments and taxation are the main lines of attack upon the money question. In establishing a membership fee to be paid by all who join the association care must be taken not to put the amount too high. If members of the association pay say \$5 upon joining, it is likely that two things will happen: 1) No matter how clearly the statement is made, some outsiders are certain to get the impression that no one can draw books unless he first pays \$5. It would seem that people prefer to get a wrong impression about such things if they can get it by any possibility. 2) The member who has paid \$5 is apt to think that he has done a good deal for the library, and his active support stops right there. We need personal effort, personal interest, as much as we need money. Would not a membership fee of \$1 be better in the end in the ordinary village?

If it is proposed to raise money for the library by means of public entertainments, excellent results can be attained by starting with the understanding that there shall be as little expense as possible and as large a clear profit. The ladies in our churches the country over often put more money into their entertainments for raising funds than they get in return, and if a moderate value be set upon their labor, the net loss is really great. Lecture courses can easily eat up all the profits. The writer has had some success in lecture courses and other entertainments by laying down the rule and sticking to it that there shall be no expense bills and that the gross receipts shall be all clear

profit. For example: in arranging a course of lectures for the library, it will be usually easy to get speakers from within 50 miles who will come for nothing in so good a cause, and who will give a better entertainment, more instructive and more amusing, than many high priced speakers whose "lectures" are all alike. The ordinary village is usually unable to make a lecture course profitable if the talent must be engaged through a bureau, the speakers entertained at the hotel, the regular price paid for hall rent, and all other expenses paid in cash. The outcome will be great experience, but no cash in the hands of the committee. Try the plan of getting the prominent men in the neighboring city to come and give a talk for the library "for the fun of it." Get the village church to give the use of its audience room, the local printer to give the advertising, or some good citizen to donate it. Get the high school boys and girls to canvass the town with tickets. The result will be a course of pleasant entertainments with a good cash balance left for the library. It is really as easy to manage a course on this plan as upon the other.

As to taxation, it may be said that if the interest is general in the community, it will usually be easy to secure a levy for the library. If the existing statutes do not empower the local authorities to lay a tax, our general assembly is usually ready to pass a law permitting a willing community to tax itself. If the best people are back of the idea, the local member of the legislature can be easily interested and persuaded to engineer a bill through at the next session. In seeking government aid, the members of the association may feel sure no expenditure from the public treasury is likely to produce more lasting, more widespread or more beneficial effects than the library tax. Next to the public schools the library deserves public support. But in attempting to secure taxation, it will be seen that extreme care in interesting all the village is fully justified. If snubs and slights, entirely unintentional perhaps,

have made half the people hostile to the library, or at best indifferent, a tax cannot always be secured. The institution that wishes municipal aid should arouse few antagonisms. The library cannot have too many friends when it goes into the council chamber to ask for a levy.

But taxation should never be the library's only rod and staff. It is best to have a fund for which there is no obligation to the public as a whole, and such a fund is always a possibility. A small library entirely supported by the efforts of those who use it is better for the village than a larger one entirely dependent upon public money. If taxation is to be sought, it will be an excellent thing to be able to say, We have done this much ourselves before asking for the tax.

But after all, the supreme difficulty in starting a small library is the problem of deciding what the library shall contain—the most difficult problem the trustees will ever be called upon to settle; for it calls for the best trained judgment and experience. The very best expert advice is none too good at this point in the library's history. If it be true that the highest attributes of the human mind are best exhibited in making choices, what high powers are called for in selecting a thousand volumes from among the millions! Nothing is easier than to throw away money upon good books. If the village library can have a thousand dollars for its first year's purchases, and can hope for a few hundred per year thereafter, what folly it would be to purchase the "transactions" of any of the learned societies. Not a dollar should be spent for books too far up in the scale to be appreciated and used by the great majority.

What shall we buy for our library? is the hard question of questions, and it will receive the greatest diversity of answers from those most directly concerned. It should never be settled by local authority unaided by outside advice, unless the local lights are exceedingly well trimmed and brightly burning. It is always possible to get help

from librarians in the cities, men whose lives are spent in settling such questions every day, and whose enthusiasm in the work will always insure a cordial hearing for the village library.

The purpose of the village library should be as clearly defined as possible before any money is spent for books. What is the library for? What good is it to accomplish? Whom is it to benefit? A little consideration of these questions at the start will pay. No village library can afford to provide tools for training specialists, nor to furnish delight for two or three persons alone. It exists for the plain people, the unlearned as well as the learned, for those who can hope to climb only a little ways, rather than for those who have arrived at the top. Its contents ought to cover in some degree the whole range of human interest. It cannot offer minute information upon every subject, but it can provide some general information upon all the principal lines of thought. To do this, however, the library must be planned from the start, not drawn together in accordance merely with individual tastes and distastes. If the book orders are made up just as ideas happen to occur to some one, the library will be like Topsy who "just grewed." Far better to settle first of all the questions, What kinds of books shall we buy, and what kinds shall we let alone? What proportion between the various classes of books shall be maintained? How many of our 1000 books (if that is the number we can hope for) shall be fiction, how many history, how many travel?

The proper proportion to be maintained will vary as the size of the collection is larger or smaller. Perhaps in a village library fiction might well be allowed to rise to 25 per cent of the whole number, at the expense of some of the other classes. And ought not the village library to be relatively rich in reference books? Perhaps it is true also that science moves too rapidly for the village library to give it much space, when we consider that today's investigations often overturn the scientific certainties

of yesterday, and that the books are out of date before out of press.

When a decision has been reached as to how much of the funds are expended on each of the desired classes of books, it will not be an unsafe plan to devote three-fourths of the funds strictly in accordance with the plan, reserving the other fourth to be spent in accordance with the new light which experience will give. Care must be taken also to distribute the orders throughout the year, rather than to fire one immense charge at the public to be followed by a painful silence for the rest of the year. Some new books every month will sustain interest.

Probably most village librarians have but a small voice in the selection of books. This would seem not to be altogether wise. No one knows so well what the people are asking for as the librarian. And if any judgment has been used in the selection of the librarian, the selection must have been made because of fitness for the place; and in that case, why should not the board avail itself of the librarian's skill, experience, and judgment in buying books? Probably in the majority of cases, it would be unwise to entrust this most important work solely to the librarian; but to go to the other extreme is likely to be even worse. One who is not fit to aid in selecting books is not fit to be in the position.

Another difficulty in starting a small library grows out of the natural impatience of the people at the length of time required in preparation after the new books have come. They can't understand why it takes so long "to stick a few labels in the books and put them on the shelves." The trustees are assailed a hundred times a day with half angry questions as to why the library does not open. The danger is that the board will try to make some concession and vote to open before things are half ready, in which event it will be a long day before the librarian can catch up with the work. There is also the difficulty of managing and directing all the volunteer help at this stage; for interest must not be killed and enemies made

by refusing such aid, while it is at the same time too true that the benefits of accepting it are often a net loss.

If the new library is really an old one reorganized, it is worth considering seriously whether it will not pay to move into new quarters at once and thus avoid a direct inheritance of evils. Perhaps the old library which we are to reform and renoyate has been a sort of waiting room for the country people, a club room for the local conversational, or a convenient place of rendezvous for the bicycle meets of the young persons. Then hard is the way of the librarian with "ideas," for months to come, and he is often tempted to think it would be better to vacate the old hive at once, and let the old habitués find a closed door when they come to eat their lunch or nurse the baby.

The president: Miss Mercer, of Mansfield, will now give some advantages of having the public library closely connected with the public schools.

Should the public library and the public school be connected? Yes—and No.

Connected, inasmuch as working together, with the same aim and object in view; helping each other along all lines of improvement; having a clear understanding between superintendent and librarian, that the one may direct teacher and pupil to the library, and the other be furnished and equipped with the desired books, both reference and general, as well as the cheerful and willing disposition to help the seeker find the hidden treasure.

The library committee should see to it that a plentiful supply of supplementary histories, books of travel, nature readers, etc., are provided for the very little folk who ask in such pleading tones for, A book to take home, please.

We have such a demand for books of this nature that many times the request cannot be granted, and the child must sit down at a table with a dozen companions, and do the work required. We buy largely in this direction for a small library, and this year hope to do better than ever before, but while work in the

library is helpful and instructive, and we want the children to come in as large numbers as possible (we often have 60 at a time), it is undoubtedly true that if the children, most of whom come from bookless homes, are allowed to take these same books with them the entire family is benefited. Father and mother become interested and the older children too, many of whom left school and began wage earning before this excellent system of supplementary school work was inaugurated. The good accomplished by commencing with the youngest pupils, instilling into their minds a love of country through the many excellent histories for juvenile readers; a love of "Nature, dear old Mother," by the charming nature readers, fascinating as fairy tales, and natural histories as interesting as Wild West stories; a desire to know facts concerning our own and other lands by reading such aids to geography as Carpenter, King, Coe, Smith, and others have prepared for them, is incalculable, and if the big brothers and sisters read the same books genuine missionary work is being done.

Then for the children of a little larger growth school and library can do much by working together, teachers sending pupils to the library for information to be found in book, magazine, or newspaper clipping, which she knows is ready and waiting for the scholar, because she has been in to talk it over with the presiding genius of the library. And for the senior classes, what a wealth of material should be "in stock," to use a mercantile phrase, for this class of students, purchased in view of such demand and with the coöperation and advice of the heads of the departments.

The loaning of mounted pictures is one of the best features of helpful co-operation. These and many other things should be, and in a great many places are, done by the public library for the school. And as an adjunct to the school the library is absolutely necessary. There should be no conflict

between the two; pupils should be encouraged to go to the library.

In a town it is not necessary for books to be sent to the schools and given out by the tired teacher. The library would lose much of its power if this were done. By coming to the library a child becomes familiar with its workings, learns to use catalog and index, finds that certain kinds of books are always found in certain places and why, knows that the few rules must be strictly observed, perfect quiet preserved in reading room, and valuable lessons are thus learned. A generation of boys and girls will grow up trained to associate the library and school and ready when the time comes to lend voice, and if necessary vote, in favor of generous appropriations for library purposes.

So for coöperation we say yes. School and library should be connected, but if it were a question of being under the same management we should say no, and say it emphatically. The library fund is our own, we are free to buy books for "all sorts and conditions of men," women, and children, and we like to buy what, when, and where we please. There are no political preferences to trouble us, while the schools are governed largely by politicians with axes to grind. A change in the aspect of the board of education might mean changes in the library force. If school funds run low, as sometimes happens from various causes, we should have to curtail expenses.

Then the time it would consume to look after us! Why, our board of education have meetings that often last past the midnight hour; we hear of factions and frictions, and if these gentlemen had us to look after, with the manifold duties already devolving upon them, I fear the library would suffer neglect.

Our trustees meet once a month, the meeting lasting as a rule one hour; there are no quarrels, at least none that reach the librarian's ears. Our wheels run smoothly, and while some people wonder whether the library is prosper-

ous, so little being said about its management, they are of the sort who think unless there be argument nothing is doing. We are glad to say it is not the quiet of stagnation, and we keep good-natured under foolish criticism, going on in the good work of raising the moral tone of the community by offering to every class of people books to meet their needs. Both school and library are working toward the same end, education is carried on in both institutions. 'Tis cheap and easy to destroy, but to help the young soul, add energy, inspire hope and blow the coals into useful flame, is a task worth all it costs of patience and time, whether the work is done by teacher or librarian, in school or out, under whatever management or control.

The president: We will now hear from Miss McElwain of Xenia. Xenia has a library which is not supported by taxation and has no relation to the public schools.

Miss McElwain: The relation of the Xenia library to the public schools is like our relations at present with England, we are friendly but there is no especial treaty exists. We have tried all along the line to work with the schools, but being supported by subscription and by ticket holders, we have always felt that we owed to them our first obligations, and as Mr Ashley said in his paper, to supply books for the general readers, all the city included and also the county.

We call attention to the use of the books in the county schools at the bi-monthly meetings which are held in Xenia; also at the annual institute they have had talks on the library, what it supplies and the terms on which they can get both; also the superintendent of the schools goes around in the different rooms and talks personally to the children. He questions them as to what they have read, and calls their attention to the books they will find there on particular topics in which they are especially interested, or will be.

We supply the school children general work in each line as well as we can.

The teachers come to the library and acquaint themselves with what we have there, talk it over, and send the children up, and we have all ready for them the books which they want on that particular subject; for instance, last week the sixth grade teacher wanted all we had to illustrate her work on Switzerland. We prepared the books ready for the children so at the close of the school hour they could come up and look over the books, everything we had illustrating life in Switzerland, and so on through the different topics. We have worked with the schools as best we could in that way; but we have always held, as I said before, that our first obligation is to the town at large to furnish them their reading, and that also it would not be right to take the money of these subscribers and ticket holders to supply a great number of duplicates. We have not supplied duplicates to any great extent. Our funds would not allow that; and I question whether that would be wise in a small place, to take these funds for the duplication of books for school work. I think that lies particularly with the school library itself, and it must work out its own salvation so far as possible.

Mr Orr, on behalf of the Xenia library association, extended a very cordial invitation to the association to visit Xenia library at the close of the meeting.

Mr Sheldon, Newark: We have nothing from taxation, but have a special endowment, and if you know of anybody who has anything to give away, we are looking for them.

The president: Miss Elliott, of Cleveland, will talk on the control of the library by the school board and some of the objections to that plan.

Miss Elliott: I wish to present the disadvantages of the government of the public library by the school board. My experience and observation has been that it is probably the worst possible government that a library can have, to be governed by a school board, for several reasons. In the first place, the school board changes once a year,

and it is possible that half of the members are replaced by new ones. In libraries governed by school boards, the board usually appoints a committee, often of three members, who take the immediate management of the library. The members of the board of education frequently even know so little about the library that they only know that there is such a place, and frequently have never been inside of it, let alone knowing anything about the management of it. I know it to be a fact that members of the board have been appointed as members of the library committee without knowing any more about it than that there is a public library in the city. They came to their work then without any knowledge of the library, or if they have, it is a very limited knowledge. And that isn't the worst feature of it. They not only know little of the management of the library themselves, but they are not willing, frequently, to depend upon the judgment of the librarian, who has spent possibly years in developing and studying the methods that are already in force in the library. They are not only not a help to the librarian, but they are very much of a drag upon any methods that he may have already developed. The little knowledge of the committee extends to the other members of the board, and this is emphasized by the fact that the committee, even if they become thoroughly in sympathy with the library and with library work, are obliged to submit all their recommendations to the board, and they cannot carry out any plans without its sanction. Possibly the greatest evil is that, even if the members of the committee become interested and thoroughly alive to the interests and needs of the library, in all probability the committee will be changed every year. I don't think this happens very often. I think, as a rule, at least one member of the library committee is retained on the committee a second year, but I have known it to be the case where the entire committee was changed, and came in new to the

work without any previous knowledge of library work.

I think as an instance of the way in which this government limits the library will be perhaps shown in the selection of books. I know of one instance in which, of course, the list of books not only has to be approved by the committee, but frequently has to go—of course I am speaking from my own experience, possibly there are others who have had a different experience—not only must be approved by the committee but must go to the board for approval also. And I have known of one or two members of a board who usually judged of the value of the books to the library by the price. They would favor putting into the library possibly 10 or 12 volumes of the Elsie Dinsmore series, and object to the Standard dictionary on the ground that it was too expensive, and they couldn't afford it.

I think those are the principal points of objection to the government of the library by the school board, and I think they are of vital importance, and certainly sufficient objections to prevent any new library starting using that method if they can avoid it.

The president: We should like now to hear from anyone present on any phase of this subject, either in agreement or disagreement with the previous speakers. Miss Ahern of Chicago is an editor, and has opinions on all subjects, and we should like to know what she thinks.

Miss Ahern: Mr Chairman, I cannot add anything of value to what has already been well said. I didn't suppose, however, there could be an assembly of librarians anywhere that had not already been made acquainted with my position in regard to the management of a library by a school board. I am irretrievably and unalterably opposed to school boards having anything to do with libraries, beyond giving sympathetic coöperation to the plans, for the improvement of the work they have in common. A library should have its own trustees independent of school boards. From a wide field of observa-

tion I have seen honest and conscientious friends of both institutions try to fill the position of school trustee and library trustee at the same time, but I never yet have seen a man who made a success of looking after his individual, private business, and of attending to the thousand things that come upon a school board, that had any time left to do anything for the library. If the man is on the school board and on the library board at the same time, his work for the library will be the smallest part of his labor. The objections have been very well stated here this afternoon. I am only speaking because I never allow an occasion to pass without putting myself on record as opposed to the control of libraries by boards appointed primarily for another purpose.

In my own state—I am speaking now of Indiana—we have suffered a lack of libraries for nearly 30 years because our libraries are under control of school boards. With very few exceptions, all the libraries of the state are governed by school boards; and they are, with a few more exceptions, adjuncts to which the remnant of time, sympathy, money and anything else that is left after the schools are provided for, is given. The professional librarian, the work of the library, and everything connected with it, are made secondary to the schools.

Miss Ahern condemned very strongly the opinions of school people who presume to think for the librarians, who sneer at the idea of trained librarians, and who judge the services of librarians as on a par with janitors' services. She showed that it is just as important to have instruction for librarians as it is to have special instruction for primary teachers and other specialists.

Mr Hensel: In view of what has been said here against school libraries, I find that I shall have to say a word or two in justification of them—not that I do not admit that many of the obstacles and many of the difficulties that have been given here are true. The greatest difficulty of all is the fact that the board of education does not remain in power long enough, or rather

each individual member does not remain in power long enough to become thoroughly acquainted either with school work or library work, or the two in conjunction. They go out long before they know what each one needs, what each one does, and what each one should do. And while that is true of the members of the boards, it is equally true of the library committees.

It is also true that they don't know anything about library management and methods. One of the members of the Columbus board of education when speaking of the force in the public library, said: What does your force do in the morning when there are no books to be given out? I said: In the first place they must go over the books returned the day before, and see that they are all right and put them in their racks. Why, he said, "I can furnish you a man for 60 cents to put away every book in the library. So he could, but the library would have to employ a man at \$2.50 to find them whenever anybody wanted them.

What we are trying to do in this school library is to make not simply a school library to take care of the schools, but an educational library to take care of the child when it leaves the schools before receiving a high school education. About 90 per cent leave the schools before that age, and to give them an education based on the education they have acquired in the schools, and complete it for whatever course in life they adopt; that I believe is what the educational library should do, and therefore the main object of the library is not to furnish reading for no purpose, but reading for a good purpose, reading to make the children grow up into better men and women and into better fathers and mothers; and above all, to make them useful and honorable American citizens, for upon that depends the welfare of this country and that only.

The president: We will hear next from Miss Granger, of Cleveland, upon Some of the factors that enter into the

selection of books for children too young to select for themselves.

Miss Granger: As surely as it is necessary that a pilot should know the nature of his craft, and be familiar with the waters in which he sails, just so important it is that a children's librarian should have a comprehensive knowledge of children's books, and a sympathetic understanding of the nature and needs of children.

The prime factors to be considered in choosing books for children who cannot choose for themselves, are, in my opinion, the mental capacity of the individual child, his temperament, and his home life and associations. The task of assigning books to their respective grades must needs be done by those who have had large experience in educational work. A few lists that are of especial value to me are, one prepared by Miss Prentice, of the Cleveland normal training school, intended to aid the third grade teachers; another prepared by Miss Hewins, of the Hartford public library; still another for the younger readers, done by Miss Prentice. We have several on special subjects published by the Milwaukee public library, and others prepared by Mrs. El mendorf, and published by the Buffalo public library, which are especially helpful.

In a little conversation with a child one easily learns what sort of a book will interest him most, and, if it be of good quality, can safely follow the child's inclination, striving always to follow a definite line by remembering or asking about the last book read. Sometimes the child will tell the story. Encouraging this as far as our time will admit will serve a manifold purpose; it gives us the salient characteristics of the book as seen by a child, teaches the child to accurately express the ideas, and fixes in his mind what has been gained by its reading. It cultivates in us the ability to sympathize with children, and impresses upon us the fact, that by reading the young soul is helped or hindered. And their undoubting confidence in our knowledge and wisdom

should never be abused by carelessly giving a book of questionable value. Their faith in us only increases our responsibility.

With the little child much is possible. In the beautiful picture books we give them pleasant associations with the thoughts of a book, teach them to become quick of perception and keen in observation. But pictures must always be of the best, if we would train their young minds to purity of thought and purpose.

A child of nervous, restless temperament does not need stories of stirring adventure, nor pictures of bloodshed and ogres; but is appealed to by stories of real life in which he can imagine himself the hero and actor. These should embody lessons of steadfastness of purpose, industry, and self-control. A child who is slow of movement and speech, or of dull mental order, needs the stimulus of the story of adventure, heroism, courage, and especially those that teach the value of promptness of action, of men who, by the exercise of these qualities, have become great. The petted and pampered child is the one who needs to be taught unselfishness, the value and dignity of work, of the rights of others, kindness to animals, the beauties of nature, and of the greatness of the universe in which he lives. The one who in his efforts to be served first and get the best, jostles and pushes aside the more timid ones, needs lessons in unselfishness and truthfulness, and the timid ones need the books which teach of self-respect, courage, and self-reliance.

We need not show our disapproval of the boy's literary taste who asks us for a story like the life of Jesse James, or Deadwood Dick, but show him that we really want to give him a book that will interest him, following his taste as closely as we can, with safety, giving him such a story as Jean Valjean, for example. We gain his confidence, his good opinion of our literary judgment, make him our friend, and he will surely come again, ask us to select another

book for him, remarking as did one boy, "That last one was a dandy."

When a small girl comes to the library having in her charge one or two younger brothers or sisters, we need to remember that perhaps all the pleasure that gets into her little life comes to her through the books she reads, and see to it that she gets those that are within the range of her comprehension, and give her glimpses of life entirely different from her own. To such a child the fairy story, well chosen, is a great boon.

We find it hard to believe that the influence of most fairy stories is not for good, for to many children they give their first lessons in the belief in an unseen power, and the faith which later in life finds higher objects, centers itself in childhood upon the fairy godmother, and should be sacredly ministered to as the basis of all true reverence and love.

This appetite for the marvelous is in almost every child, and must have been given to be gratified. "For in wonder all knowledge begins," and it is ours to direct into right channels; to watch for the first manifestations of higher capabilities, and lead to still higher attainments.

The president: If anyone has any questions, there is time for them now.

Miss Jones: I should like to ask Mr Hensel about how much money is appropriated by his school board.

Mr Hensel: The law allows one-tenth of a mill, which at the present valuation of property amounts to \$6300. This year the board said the library might spend up to \$3000, and not to exceed it. That is the amount of money we have now; that amount of money is exclusive of the salaries, for the salaries come out of the general fund. The \$3000 will be used entirely for library purposes, for binding, printing, postage, and for whatever happens to come in in any way, but not for salaries. The salaries are provided in the same way as for teachers.

The president stated that the levy for Dayton is three-tenths of a mill, which

nets about \$13,000 a year. They have almost doubled the funds of the library by getting out from under the control of the board of education. The \$13,000 includes salaries and everything.

At this point Dr Whelpley read the report of the nominating committee as follows: President, Robinson Locke of Toledo; vice-presidents, Olive Jones of Columbus, Alice Burrowes of Springfield, Pauline Egerton of Akron; secretary, Charles Orr of Cleveland; treasurer, Kittie W. Sherwood of Cincinnati; Member of executive board, E. C. Williams of Adelbert college, Cleveland.

The president gave opportunity for other nominations to be made in open session, but there being none, the president appointed Mr Hensel to cast the ballot, and the nominees were declared by the president to be the officers for the ensuing year.

Mr Whelpley: Can we have a word from Mr Locke?

The president: I would be very glad indeed if Mr Locke would come forward and I could introduce him to the members of the association.

The president: Ladies and gentlemen, I take very great pleasure in introducing Robinson Locke, of Toledo, your next president.

Mr Locke: Mr President and members of the Library association: I want to express to you my sincere appreciation of the very distinguished honor which you have conferred upon me, and to assure you that I shall do everything which lies in my power to serve the best interests of the association, and do everything that I can to aid and benefit the libraries throughout the state. In this connection, perhaps it would not be out of place for me to say that the city of Toledo, the trustees of the public library and citizens generally, extend to you and to this association the most cordial and hearty invitation to hold your next meeting in that city, assuring you that if you do us the honor of going there we will do everything that lies in our power, and I think its hospitality is well known to all of you, to make your stay there not only very pleasant and

agreeable, but I trust very profitable as well.

Dr Whelpley called for Mr Orr.

Mr Orr: I am secretary. I don't see what more I have to ask. I was going to decline, but I remembered that in the discussion this morning I had said that we ought to all be in a receptive mood with reference to the offices in this association, and be willing to accept without seeking. And that is my position, and I believe it is that of everyone here. I have never detected in any of the meetings which I have attended any other spirit.

Dr Whelpley: Now once more. There is a little lady that comes from my town on that ticket. I know she can speak.

Miss Sherwood: I am sure I am obliged for the courtesy extended to me, which is a great surprise, and I will do my duty if Mr Hensel will tell me what to do. And I thank you very much indeed for your courtesy.

The president: The fixing of the next meeting place will now be in order.

Mr Sheldon: I move it be held in Toledo.

Seconded by Mr Hensel.

Mr Hensel: I want to say that Toledo has expected this since last year, and comes with another cordial invitation this year. But I do want to call the attention of the members to one fact, and that is that the object of the association is to plant one library where none grew before, and to encourage with its aid any struggling library in this state which needs it, and for that reason we can do no better than to meet at some small place one year and then go to a large place the following year. In that way we strike the small places and we learn from the large places, we aid the small places and give them enthusiasm. We learn from the large libraries and accomplish the purposes of the association. This is the point I want to make. If the social pleasures and entertainments which we meet in the large places are in the way, we want the small places to understand that we don't need anything of this kind, and

that a sandwich and a glass of water will be all the association wants, and that it will sacrifice everything of this kind for the sake of helping libraries. I hope the members will take this into consideration another year, but I hope that Toledo will get it this year.

The motion to hold the meeting of next year in Toledo was unanimously adopted.

The president: The Dayton public library and museum will be open for inspection at 7:15 this evening, and the evening session will begin there at 8:30. I think you will find a good deal of pleasure in looking through the museum on the second floor of the building. It is the only institution of that kind maintained in Ohio in connection with a library and sustained entirely out of library funds and private donations. We wish the members to see it and to take home with them ideas for similar institutions in their own communities. It is a wonderful aid to the schools here, being very generally used by them; for that reason we regard it as a legitimate part of our library work.

On motion of Mr Hensel, the thanks of the association were tendered Governor Thomas, Miss Brett and others of the Soldiers' home, who have arranged especially for the use of this room this afternoon, and for the band concert.

Before the regular session in the evening a meeting of the library trustees was held in the rooms of the Dayton public library, and a trustees' section organized, with the following officers for the ensuing year: President, W. L. Crowell, of Toledo; secretary, A. Sheldon, of Norwalk; executive committee, Dr W. J. Conklin, of Dayton; Olive Jones, of Columbus; and E. A. Jones, of Massillon.

The College section of the association met on Thursday afternoon. It was necessary for Miss Lewis to leave on an early train, and the reading of her paper was postponed until the next meeting. The discussion of the subject of Classification of American history in a college library was opened by Mr Orr. A paper on the subject, prepared

by Miss Draper of Antioch college, was read by Miss Jones. The discussion was very informal, but brought clearly to light the fact that there is no printed scheme of classification which meets the needs of a college or reference library. On motion it was resolved that the College section of the A. L. A. be requested to consider at its next meeting the question of a classification for a college library.

On motion the secretary was instructed to send to A. S. Root, of Oberlin college, who is spending the year in study in Germany, the greetings of the College section.

Officers for the ensuing year were elected as follows: Chairman, Charles Orr, Case library, Cleveland; secretary, Olive Jones, Ohio state university library.

The evening session of the regular association was held at the Dayton public library.

The president: Our program will deal from several points of view with the subject of the child and the library, the relation of the public library to the child, and the first paper upon the program will be read by Miss Thomas, who was for many years a teacher in our high school, and now the principal of a private school for boys and girls, whose experience fits her well to talk to us tonight on the subject of The child and the story:

Miss Thomas: Our field of operation is small, comparatively, and our children belong for the most part to one class. Hence no general deduction can be drawn from it. But if this tiny scrap of observation is of service to anybody, he is welcome to it.

Our experiment began two years ago with the choice of a reader for third grade children. It is very easy to be dissatisfied with the ordinary textbook. When the task devolves upon you of choosing something to take its place, it is very hard to satisfy your conscience. With my primary teacher, I have spent hours, running over days and weeks, in the search for exactly the right thing. The book must be written

in good English, it must have literary merit; it must not be above the comprehension of a child, and it must not be dull; it must not contain too many hard words for small, tripping tongues, nor obscure figures of speech for straightforward, infant intellects; it must not be too long, or the children will weary of it; nor too short, or the parents will complain of having to buy so many books.

We settled at last on Kingsley's *Water babies*. The children enjoyed it greatly, but finished it all too soon. Then we gave them Kipling's first *Jungle* book, with some uncertainty as to the result. I had admired it immensely when I read it, but books that grown people like the youngsters do not always honor with their approval. In this case, however, there had been no mistake. The whole class delighted in it, and read it with great gusto. As part of their daily lesson, their teacher required the children to tell portions of the story. She had no trouble to get them to respond readily and well.

Miss Thomas gave an account of a little girl who repeated the whole story in her own words from memory, with little apparent effort, before an audience of friends. Continuing, she said:

The power thus to repeat a story without verbal preparation might have seemed at the time the peculiar gift of a brilliant child. We were inclined so to regard it ourselves, until our second experiment last year.

The reading book chosen in this case was the *Story of the Rheingold*, by Anna Chapin. At the close of the year two children, a boy and a girl, told stories from the *Nibelungen Lied*, pausing now and then, while another little girl from the same class played the various motives, from Wagner's operas, which are associated with each tale. Another child of the same age, about ten, told the story of the *Mayflower*, while a clever drawing of the ship was in process of making on the board behind her. All three of these recitations were what we call impromptu—for lack of a better name—that is, a

recital of facts without any previous intentional memorizing of words. The audience in this case numbered over a hundred people. One child showed traces of embarrassment, but not such as to interfere with the success of her performance. The other two, one a boy, one a girl, were entirely undisturbed by their conspicuous position and unusual task.

I do not think it would have been possible to make pupils do work like this had they not been interested; and herein lies the virtue of the continued, or at least somewhat long story in the schoolroom, instead of the choppy fragments usually served up in readers. Nor again could they have done what they did had they been harassed by interference in the detail, either in matter or manner. The sweep of the narrative was what was desired, and thus small crudities of expression were overlooked. A brief direction as to position was given in the first place, and after that the child was not reminded, by any criticism of the teacher, that he had a body. Thus left to himself he fell into charming, graceful attitudes of his own.

It will be observed that nothing was left undone to ensure, for the young creature, freedom, and that the result was a naturalness which is always beauty in any but the most neglected childhood.

The president: Within the past year the Dayton public library has succeeded in interesting a large number of the teachers of Dayton in our work of extending the operation of the library outside of this building and carrying it into the public schools. We have in use now in the schools of Dayton over 100 small libraries of selected books, which are put into the schoolrooms to be taken home from the schoolroom by the children. The teachers that we are able to supply with libraries up to this time have been aroused to great interest in this work, and have coöperated finely with the library.

We have asked some of these young ladies to talk to you tonight upon the

subject, School libraries, pictures, and books as aids in the schoolroom. I shall ask Miss Bruce to address you.

Miss Bruce: I come to you this evening as the child's representative, to try to tell you a few things which the library has done for it. Before the opening of our school library there were, of course, a few parents who were interested in their reading, who urged that they read good books, and who watched that they were suited to their age and experience. But the vast majority consisted of two classes; first, those who read nothing, and, second, those left to their own choice among thousands of volumes, and fast getting a distaste for all solid reading and a love of the harmful and wicked.

At this time there is in circulation in our schoolrooms a number of volumes equal to half the number of pupils. The first thing the books were brought to the child. To the child that was fond of reading, that had always lived at such a distance from the library as not to be able to avail himself of its facilities, this was no small consideration. The child that read absolutely nothing, realized for the first time that there was an utterly unexplored world before him, and his curiosity bade him enter. The child of another class, always used to bad literature, needs for his tastes and tendencies, just a book which will appeal to him and meet his needs, and which will touch him as surely as the dime novel to which he was accustomed. Ask him to note the difference. After awhile there will come a sensibility—he will become capable of judging, and after awhile there will grow up in his heart a pure literary taste, a love of good books. I have found this to be the case almost invariably. You will probably think this too optimistic of me, yet I have noticed where I have gone over several of the books with children in this way, that invariably they preferred the good, and only resorted to the bad when the supply of the good was exhausted. It is when all the books are taken out that the great temptation comes to the child.

Our school library influences against crime—directly, by keeping the child at home; indirectly, by the forming of pure character and loftier ideas. While this is going on, necessarily, the confidential communication of the child with the teacher is increased. You can learn more of a child's real inner life by a ten minutes' conversation with him about the book he has read, than by anything I have ever found. He feels for the time being that he is on an equality with you; he is discussing something of which you both know a certain amount, and in his judgment there is very little difference.

And through the child, you reach the parent. The average hard-working parent would greatly prefer having an interesting book brought home to having to walk two miles after a hard day's labor to get one. And so the library reaches the home and has a refining influence there, making the family higher, better, and purer for its use.

There is an education alone for the child in the care of the books. I like very much the idea of the pupil librarian. In our school when a child wishes to take out a book, he goes to the pupil librarian, gives him a piece of paper on which is written the title of the book, his name, and the date of its withdrawal, and waits until the pupil librarian has put a slip in the back of the book, on which is marked the date when the book is to be returned to the schoolroom. When the book is returned, the same process is gone through with, the slip being removed by the librarian. This is done with no apparent oversight on the part of the teacher, and it is very rare to have a library book overdrawn. The children feel that they are responsible for the books. They feel that the books are theirs, and that it is a matter of honor that they should take good care of them, and that they should return them at the proper time. This teaches them self-dependence, a proper care of the use of books, and probably more system than many of them ever get in their homes.

Two results we notice especially in

school are, first, the familiarity in the use of language. They become accustomed to new words, and when they meet them in their reading they are not absolutely a new quantity, and they have a certain new power of guessing at their meaning. Second, their desire for general information. The child has probably been reading a story of Europe or Asia; it comes up in the geography lesson. He wants to compare the knowledge previously gained with what he is getting now. He realizes his position in the outside world; he realizes his obligation to his fellow-man as he never realized it before. And thus we leave him better mentally and morally from the use of the library.

Thus if we lead our pupils to form a love for really good literature, surely one of the grand aims of our public school system has been accomplished, and the school library is a potent factor in the accomplishment of this end.

The president: On another phase of the same subject, we shall have the pleasure of listening to Miss Hall.

Miss Hall: Education is not information taken in from without, but the opening of the soul to a knowledge of itself and the world without. Education extends through our entire lives, and greater minds by their pens must guide our own to a fuller knowledge.

A most wise choice of books must assist those young people who never can become students, for through their reading they gain their ideas of the world—of right and wrong—and so their lives are molded.

Many thinkers believe children will get all they need from text-books, and their own choice at the public library. They get *infinitely* more than they need. Publishing houses are issuing vast additions to juvenile literature to a large extent absolutely valueless. Some are vicious, but the majority merely nothing—as deficient in bad points as in good, and being harmful in stimulating no ambition and in ruining a taste for healthful literature.

By no means are all books written for children pernicious. Numbers of them

teach their elders beautiful lessons, but there seems no reason why young people need a peculiar literature when they can be led to understand and appreciate much of the best that has been written without aspiring to Emerson or Carlyle.

Another type that harms is the goody-good book, whose moral is most invariably lost, and whose exaggerated plot amounts to the veriest trash, illy-disguised by repentances and reformation.

Then the low, vulgar stories will fascinate and demoralize as long as they are published and put in the way of the impressionable. They *cannot* be left to their own resources with impunity. Quoting Miss Burt, The theory that rosebushes will take from any soil only what will strengthen the rosebush, is generous and beautiful, and would be fruitful if children were only rosebushes. But if there is any poison ivy tendency in a child, it will take up that which will nourish the poison ivy, if it is there for him to take up. Let us not have it there for him to take up, and let us patiently endeavor to crush the poison ivy tendency, and make rosebushes of the children.

Certainly by our discretion in choosing for them we should bring some light and truth into their little lives, by making them the lovers of good authors, so as to be brought gradually to form the highest ideals, and so to strengthen and develop into valuable members of the community.

Difficulties arise to be surmounted, for children there are who naturally shun books, and it is hard to bring them under their influence. They dislike and fear they are going to have some lesson or moral thrust upon them, so some tact must be exercised, and devices conceived to reach this class.

Beautiful books, well illustrated and tastefully bound, always attract children.

Even if the books in the schoolroom are not read, by constant handling the pupils become familiar with them; and that is a step, for at some later time this may come back to them and be of some benefit.

Good books are avoided if the type is small or paper poor. So why cannot these points be considered in selecting books if they influence the child?

Where books fail, their illustrations and all good pictures can help us in their stead. Art is like sunshine in a schoolroom, and in these days good pictures should be on the walls.

Inexpensive photographs, and still cheaper prints, of the old masters are published, which are admirable for class study. With but little trouble a good scrapbook can be made. It is most fascinating work, and I am sure will prove invaluable in the schoolroom. The stories the pictures tell, their artists, and the galleries in which the original paintings are hung is such intelligence as will always be a delight to anyone. One would be surprised to find how soon the pictures become known and appreciated, and what keen joy the children feel in seeing again, maybe in a book or in a store window, a picture they have learned to know and to admire; they have met and recognized an old friend.

In the same way we can bring to them art in sculpture, for good plaster work makes that feasible. These things are not lost to the little people, and are desirable if they uplift for only the time being, for if these times are repeated a habit will be formed.

Young people do not always have the credit due them. In my schoolroom we have a small plaster cast of the head of Venus. One of the teachers admired it, but thought it wasted on the pupils. I questioned them, asking if any saw no beauty in it. Naturally they think it expedient to agree with their teacher, and no one answered. I explained all people did not admire it, and that I was only curious to know how they felt about it, and urged them to be quite honest. One bold boy then acknowledged he did not like the head, and so encouraged one other to disapprove. Expecting to have them joined by one of the most uncouth boys of the class, I insulted him by asking if he, too, felt so. His

reply was emphatic: No ma'am; I think it's pretty.

Unfortunately it is in but little ways, very little ways, we see our efforts to cheer their dingy lives are at all fruitful; but when *we* forget, there may be gratitude in some heart for a lesson taught.

Long, long afterward, in an oak,
I found the arrow, still unbroke;
And the song from beginning to end,
I found again in the heart of a friend.

Miss Hall was followed by Miss Crowell, another teacher in the Dayton public schools, who gave a very interesting account of how the school library is used in the schoolroom as follows:

The public library sets aside a collection of books for the schools, which do not circulate only through the schools under the direction of the teacher for the school year. The charging and return of the book by the pupils is taken care of by a pupil librarian. Only half as many books as pupils are obtainable on account of lack of material at the library, so the books are given out as a kind of prize to the best workers first and the others afterwards. Splendid results are achieved by this close oversight by the teachers of the outside reading of the pupils.

Miss Crowell was followed by Miss Prentice of Cleveland, who gave one of the most enjoyable discussions of the meeting. Miss Prentice's paper was entitled Reading without tears; books for very little children. It was partly a written paper and partly a talk. The title is borrowed from a quaint book, published a half century ago, the purpose of whose author was to make reading easy and delightful to the little learner.

The paper dealt at some length with the permanence and the importance of extremely early impressions, presenting very briefly Dr Louis Waldstein's theory of the conscious and the sub-conscious self. The part played by the picture book in shaping the sub-conscious self was given especial prominence, and an attempt made to show the harm of the

horrible in picture books, and to urge thoughtful consideration of the books to be placed in baby's hands. A number of picture books were analyzed and either criticised or commended.

Humor, in what it consists, and what form of real humor is appreciated by children, and wholesome in its effect upon them, was discussed. Miss Prentice illustrated this part of her subject by large water-color reproductions of pictures from various picture books.

The paper closed with a plea for the fairy story, and a plea for the cultural value of much reading which the child does not thoroughly understand. Miss Prentice said: To ask the child to tell it as a proof of its value to him, is often as if you should be asked to tell it when you have been deeply moved by fine music.

Miss Eastman next gave a very interesting address as follows on

The children's room and the children's librarian

In the planning of a new library building, or the remodeling of an old one, there is no department to which I should give more thought in the working out of the details than in the children's department, in order to best adapt the arrangement to its use.

Its location in the building is the first matter for consideration. It should be easy of access from the main entrance, or, better still, have an entrance of its own directly from the outside, in order that the noise of the children may not become a disturbing element in the corridors and in other parts of the library. It would seem desirable, also, for many reasons, to have the children's department not too far removed from the main circulating department.

The children's department in a large library should contain at least two large rooms, one for the reading and reference room, the other for the circulating books. The rooms should be light, bright and cheery, as daintily artistic and as immaculately clean as it is possible to make and keep them. Wall cases seem best for the shelving of the books,

low enough for the children to reach the shelves easily. These low cases also allow wall space above for pictures, and plenty of this is desirable. A children's room cannot have too many pictures, nor any which are too fine for it; choose for it pictures which are fine, and pictures which "tell a story." Provide, also, plenty of space for bulletins, for the picture bulletins have become an important factor in the direction of the children's reading. One enthusiastic children's librarian wrote me recently that her new "burlap walls, admitting any number of thumb-tacks" were the delight of her heart. There should be reading tables and rubber-tipped chairs, low ones for the little children; and wherever there is space for them, the long, low seats, in which children delight to snuggle down so comfortably.

As to the arrangement of the books, I should divide them into three distinct classes for children of different ages:

1) The picture books for the very little ones, arranged alphabetically.

2) The books for children from seven to ten or twelve years of age. While these books should be classified for the cataloging, I should place them on the shelves in one simple alphabetical list by authors, mixing the fiction, history, travel, poetry, etc., just as they might happen to come in this arrangement. I believe this would lead the children to a more varied choice in their reading, and that they would thus read and enjoy biography, history, natural science, etc., before they learned to distinguish them from stories, whereas by the classified arrangement they would choose their reading much more often from the one class only.

3) The books for boys and girls from ten or twelve years of age to fifteen or sixteen. These should be arranged on the shelves regularly according to class number, in order that the children may become acquainted with the classification and arrangement, learn to select their books intelligently, and be prepared to graduate from here into the adult library.

Where it is possible to duplicate the

simple and more common reference books in the juvenile department, these should form a fourth class. Then there should be all of the good juvenile periodicals, with some of the best illustrated papers, such as Harper's weekly, for the reading room.

With many libraries a children's department on such a scale is an impossibility; but if you cannot give two rooms to the children give them one, and if you cannot do that, at least give them a corner and a table which they can feel belongs to them; and if you cannot give them a special assistant, set apart an hour or two each day when the children shall receive the first consideration—establish this as a custom, and both adults and children will be better served.

Whatever one's specialty in library work may be, however far removed from the work with the children, it is well to understand something of the principles which underlie this foundation work with the children.

It is only recently that these principles have begun to shape themselves with any definiteness; the children's department, as a fully equipped miniature library, and the children's librarian, as a specialist bringing natural fitness and special preparation to her work, are essentially the product of today; but they have come to stay, and they open to the child-lover, and the educator who works better outside than inside of the schoolroom limits, a field enticing indeed, and promising rich results. It is to the pioneers in this field, the earnest young women who are now doing careful experimental work, and giving serious study to the problems that arise—it is to them that the children's departments of the future will be most indebted for perfected methods.

The library must supplement the influence of the schools, of the home, and of the church; with some children it must even take the place of these other influences, and on its own account it must be a source of pleasure and an intellectual stimulus. If it is to accomplish all or any great part of this, not

only for one, but for thousands of children, what serious thought and labor must go to its accomplishment! The children's librarian stands very close to the mother and the teacher in the power she can wield over the lives of the little ones. No one who lacks either the ability or desire to put herself into sympathetic touch with child-life should ever be assigned to work in the juvenile department, and the assistant who avowedly dislikes children, or who "has no patience with them," will work disastrous results if allowed to serve these little ones with an unwilling spirit—she should be relegated to some department of the library to which the sunshine of childhood can never penetrate, and kept there.

I would name the following requisites for the successful accomplishment of the juvenile work:

1) Love for children.

This being given, the way is open for intimate knowledge and understanding of them, which are likewise essential.

2) Knowledge of children's books.

This is imperative if one is to give the right book to a child at the right time. Familiarity with the titles and with the outsides of the books is not enough, nor is it sufficient to know that a certain book is recommended in all of the best lists of children's books. A child will often refuse to take what has been recommended to him as a good book, when, if he be told some graphic incident in it, or have some interesting bit pointed out or read to him, he will bear it off as a prize; with it, too, he will carry away an added respect for, and sense of comradeship with, the assistant, who "knows a good thing when she sees it," and he will come to her for advice and consultation about his books the next time and the next, and so long thereafter as she can hold his confidence.

Carefully prepared lists are most valuable in directing your attention to the best books, but after your notice has been called to them read them, form your own judgment on them, and if you recommend them, at least know why. What? some one asks, attempt to read

all of the best children's books? Yes, read them, and do more than that with some; the children's classics, the books which no child can grow up without reading and not be the poorer, with these one should be so familiar as to be able to quote from them or turn instantly to the most fascinating passages—they should form a constant part of her stock in trade. Other books one could not spend so much time on, nor is it necessary—the critical ability to go through a book quickly and catch the salient points in style, treatment and subject matter, is as essential for the children's librarian as for anyone who has to do with many books, and it therefore behooves her to cultivate what I once heard called the sixth sense, the book sense.

3) Knowledge of library methods.

In any work, interest and enthusiasm go a great way, but they can never wholly take the place of accurate technical knowledge of the best ways of doing things. The more general knowledge of library work and methods one can bring to the children's department, the better it will be both for the work and for the worker; and given these methods, one must have ability to fit them to the conditions and to the peculiar needs to be accomplished, or, where they will not fit, to modify them or originate new ones which are better for the work in hand.

4) A thorough knowledge of the course of study of the public schools.

This is very necessary in order to intelligently supplement the work of the schools. A child comes wanting information on some subject upon which his ideas are exceedingly vague; for instance, he wants something about the mayor—what, he cannot tell you, but he was sent by his teacher to look up something about the mayor. You ask him what grade he is in, and he tells you the fourth. Your familiarity with the course of study should give you the clue at once, for the fourth grade topics in conduct and government include lessons on the city government, with its principal departments and officers, so

you will look up, if you have not already done so, an outline of municipal government describing the position and duties of the mayor, which will be within the comprehension of the child. It should not happen that a dozen children ask for Little white lily, and be turned away without it, before it is discovered to be a poem by George MacDonald which the third grade children are given to read.

This course of study the children's librarian should—not eat and sleep with exactly, but verily live and work with; it is one of her most valuable tools, and she should keep it not only within reach, at her finger's end, but as much as possible at her tongue's end, keeping pace with the assignment of work in the different grades and studies from month to month, and from week to week. She should know beforehand when a certain subject will be taken up by a certain grade, and have all available material looked up and ready, and new books bought if they will be needed and can be had—not wait until several hundred children come upon her for some subject on which a frantic search discloses the fact that the library contains not a thing suitable for their use, and then ask that books be bought, which, of course, come in after the demand is over, and stand idle upon the shelves for a whole year, taking the place of just so many more new books on subjects which will be needed later.

The course of study, too, will furnish more useful hints for bulletins, exhibitions, reading-lists, and other forms of advertising, than can come from any other source; and not only in supplementing the school work, but also in directing the children in their general reading, is an intimate knowledge of the course of study an invaluable aid, as it gives you the unit of measurement for any child which enables you to correlate his reading along certain lines to that which has gone before, and to that which is to follow.

5) A knowledge of the principles of psychology and of education.

I have placed last the requisite which

I feel sure some theorists, at least, would place first, because I believe that, as a rule, it will come last in point of time, and will be worked up to through the preceding stages of the development of the children's librarian; but her work will not be grounded upon a firm foundation until she has consciously mastered these principles, and clearly outlined her own work, this new work of the book, in perfect harmony with them.

There are many features of the children's work which I should like to dwell upon in detail, but I can do no more than mention a few of them. One of these is the Library league, with its threefold object of training the children in the proper care of books, of serving as an advertising medium for the library among the children themselves, and of furnishing a means of directing the reading of hundreds of children who cannot be reached individually. The possibilities of the league are beyond anything we have been able to realize.

Another thing is the necessity of guarding against letting children read too much, or too entirely along one line. There is a habit of reading along lines which deaden, instead of stimulating, thought, and the habit, if carried to excess, becomes a mental dissipation which is utterly reprehensible; but the pathway to this habit is entered upon so innocently and unconsciously by the story-loving child that he (perhaps more often she) must be guided very tenderly and wisely past its dangers; the library which ignores this necessity may have much harm laid at its doors.

The importance of providing, either in the school or the library, for systematic instruction in the use of books was emphasized in the report of the Library section of the National Educational Association at Washington this summer; it is a necessity which must be met somewhere and somehow.

Of one more thing I should speak because of its provision for the children—the expansion of the library ideal; not so many years ago branch libraries and

traveling libraries were unknown; now we feel that one library is not enough for a large city; it must have branch libraries and delivery stations to take the books to the people, while traveling libraries carry them into the scattered districts in the country. For the future, we have visions of a system of libraries so complete that in no town or country district of the state will a little child be deprived of the pleasure of good books; and wherever it is possible to put a live, warm-hearted, sympathetic and child-loving woman as the medium between the library and the child, it will be done.

Library work in its entirety offers much play for the missionary spirit, but nowhere else in its whole range is there such a labor of love as is hers who tries to bring the children early to their heritage in the beautiful world of books.

After a few words from Pres. Conover, thanking the Dayton friends for their presence, the meeting adjourned.

The session opened Thursday morning with an increased attendance and interest. President Conover, after a few announcements, called for the business of the day.

On motion of Mr Crowell of Toledo, a vote of thanks was extended by the association to the City railway company and the Oakwoods railway company, which kindly furnished transportation to the Soldiers' home and to The National Cash register company's works.

The special order for the time being the resolutions offered as to the extension committee, Miss Jones moved that the three members of the extension committee to be appointed from the membership by the president be elected for one, two, and three years, and that the chairman of the State library commission be a member.

A vote being taken upon this part of the resolution, as amended, it was adopted.

On motion the matter of amount to be expended by this committee was left to the discretion of the executive committee, and the second resolution as thus amended was then adopted.

Mr Galbreath: One matter under consideration yesterday was the publication of the proceedings of this association. It is a matter I am sure in which all of the members are deeply interested, and it has been a matter of some concern as to how this should be accomplished. It seems now that we have the opportunity to solve this question very satisfactorily.

I understand that PUBLIC LIBRARIES, printed in Chicago—Miss Ahern is the representative of that organ here, I believe—that PUBLIC LIBRARIES will publish the proceedings of the meetings if we will furnish the copy, and that they will publish material at other times through the year as the association may desire. I therefore move you that in view of this we make PUBLIC LIBRARIES the official organ of this association.

Mr Locke: It affords me very great pleasure, indeed, to second the motion of Mr Galbreath, and I think by having official representation in this way we will do the libraries of Ohio good, and give us a means of extending our work.

The motion was unanimously adopted.

On motion of Mr Orr, by a vote of thanks the association recognized the very complete and beautiful arrangements for the reception at the public library, which arrangements were in charge of Miss Crawford and her assistants.

The president then introduced Mr Bonebrake, public school commissioner of Ohio, who spoke as follows:

The last thing that I expected to do when I came over to Dayton was to make a speech. I scarcely know what I ought to say in connection with the work of the libraries in the schools. There is so much to be said. Formerly, in teaching, the three R's were the limit. Formerly in our work, and in many places, the same obtains today; it was the thought that if a boy brought a book to school he was to be punished, disciplined, certainly not to be allowed to read the book in the school. Now it is the quite common practice to allow the boy to read the book in school, to look at

the pictures, indeed to make pictures. In a corresponding way, instead of discouraging the child to read in school, it is now the quite common practice to encourage the child in reading. So we live today in a new condition, when the course of study is much larger than it formerly was; now our school course is distended almost too much, if anything.

And yet I doubt whether the day will ever come when in the schools there will be too much good reading. A school reader rightly constructed is intended to appeal to the child in every way—its descriptive powers, poetry, sentiment, literature. A good system of school readers is intended to reach every side of the child's nature, and the school readers that have stood long the test have been strong in the selection of good material.

We have reached a new day in the matter of school management, when the public school is reaching out to have a dozen books in the schoolroom, forty books, a hundred books, or a public library in the town. And you, as librarians, have a large work to do to make the books serviceable to the children. Unquestionably there is a large work for the teachers, and they must suggest, they must direct, they must give the children the spirit, the desire, the ambition to read books, love books, make books companions with and of themselves. And so it occurs to me that the teacher and the librarian join hands in this great work. I know they do, where each is trying to do his duty.

I scarcely know what good legislation would be needed in Ohio to make the library more serviceable.

I scarcely know also what we need in the way of special legislation for the school board. We now have power to levy the money, buy books, and establish libraries.

Ohio is peculiarly a state where everybody can do as he pleases. Some one said some time ago, The Ohio idea was that every man had an idea of his own and that he liked his idea first-rate. Our legislation rests very loosely upon us—permissive legislation is quite a

common thing. I don't know that occasionally it is now time we shall say thou shalt not.

It seems to me that you, as librarians, should study the reading circle movement in this state and should give it every help you can. It seems to me it is very valuable. It is not perfect, but it is an attempt, and just as the Federation of women's clubs, and the Chautauqua movement, and all these other movements for extension of good work that have done work among the adults. It seems to me that it is a good thing to encourage the Pupils' reading circle in Ohio; so I will ask you to give it your help and encouragement, that you encourage the teachers and encourage the pupils, and in that way Ohio will be what it has been for years, conspicuous in the eyes of the nation. I believe the old public library of years ago made the strong men who ruled this state and who were strong and mighty in the affairs of the nation. I believe all that company that were conspicuous in the years prior to the civil war were in a measure the products of the old public libraries and the state libraries and the private libraries of that early day.

If the public school library and the teacher, the public library, and the college library as well, all unite, it does seem to me that Ohio will be rendered more conspicuous in the future than it has been in the past.

The president: From a neighboring county comes to us this morning also a gentleman, whom I am sure you will all be glad to hear, the Hon. J. H. McGrew of Springfield, formerly a member of the legislature, but now entering upon library work as the chairman of the Ohio library commission. I am very glad to introduce to you the chairman of that commission.

Mr McGrew: It is certainly very proper that I should express my thanks at the compliment of being asked to speak to you. In addition to that I feel gratified that you have paid me that compliment. I came here today principally because I wanted to meet the people of the library work of Ohio. It

was utterly a new field to me, until I became acquainted with Prof. Galbreath and Miss Boardman at the State library of Ohio. I was without any knowledge or information as to libraries or library work, I having been engaged in the practice of my profession.

I came here because I hoped to hear the paper that would be read by our former associate, Mr Hayes, and I came here as a member of this commission, because I felt an interest in this library work and in a small way wanted to be identified with it. Seriously, I am very much pleased to be here because you are engaged in a work so fitly described by Mr Bonebrake. What a wonderful field that of books is—to be engaged in a work of making books, and distributing books that shall meet the dispositions and inclinations of all this growing generation of boys and girls, and direct their minds and conduct in the proper direction. Take the child that loves to read the books that are pleasant and delightful for children, and furnish to it those books that are proper, and it will lead it to honor and love them; and then to provide for the other mind that is more mature and loves the more serious things in life, provide it with the material that will build up the mind and make a good man or woman. Where is there a greater work than that on earth?

I don't know of what use I can be on this committee to which you propose to add me. What I can do I will do. I feel complimented in being permitted to say these few words to you.

On the suggestion of Miss Eastman and Mr Orr, Mr Porter, of the library board of Cincinnati, gave a full description of the fine piece of sculpture by Ezekiel, representing James E. Murdock, a man who for years stood close to the hearts of the people of Cincinnati, and who in death still is remembered. This bust was presented to the library of Cincinnati by Dr Whelpley, the librarian, who was a very warm friend of Mr Murdock.

The president: We will now hear

from Mr Locke upon the duty of the trustee to the library.

Mr Locke: The trouble, it seems to me, with the average trustee of the library, is that he regards his duty simply in the light of business transactions. He comes to the library building, the room in which the meeting is held, we will say once a month, on the occasion of the monthly meeting. The time is spent in listening to reports, in the auditing of bills, and possibly some little discussion regarding the conduct of affairs by the librarians and their assistants. That, it seems to me, is not broad enough. It does not cover the entire scope of the duty of the trustee. Of course there are trustees who enter into the work and into the support of the work with their whole heart, but not as a general thing. They owe it to themselves, they owe it to their library, and especially to their librarian, to devote more time and more attention to the internal work of the library. I don't think it is sufficient for them to know that so many hundreds of dollars are being expended each month for the purchase of books. Unfortunately that matter is too often referred to a committee in the board, and that committee deposes the actual work to some one member; that one member makes the purchase and says to the other members of the committee, I have spent so much money for so many volumes, and the other members attach their signatures to the report, which is handed in to the board and it passes all right. But it is not all right. It seems to me that the committee, each individual, should take a personal interest in the selection of the books, and that the librarians may be assisted in their work of giving the public the very best and very latest to be obtained, because the great thing in any library I find, and I think you will all bear me out in the statement, is in keeping the shelves filled with the latest publications in all the various branches, and no one man, I care not how much heart he has in the association or in the library, can possibly keep that up. He

must have and should have the hearty coöperation of the other members of the committee, and in fact the coöperation of every member of the board. And I hope that the formation of the Trustees' section of this association, which was organized last night, will tend to arouse a greater interest in the minds of the trustees in the actual workings of the library, so that they will not be content with attending the monthly meetings and going through with the ordinary meeting in doing perfunctory matter.

Miss Burrowes, of Springfield, spoke in high commendation of the interest shown by the trustees of the library with which she is connected.

Mr Jones urged the importance of the regularity of attendance upon the part of library trustees. He believes the success of the library depends very largely upon the personal interest manifested by the individual trustees. The trustees of his place, Massillon, are alive to the good work.

Mr Sheldon urged that during the year the trustees of the different libraries throughout the state should report to the committee of the Trustees section any questions which they desire discussed at the next meeting. He believed he had been greatly benefited by attending the meeting, and spoke strongly in favor of legislation for the library extension work.

Mr Porter, of Cincinnati, described quite minutely the workings of the library of Cincinnati under the new law applicable to that place, and highly commended the idea of taking the library out of the hands of the politicians and of putting it into the hands of boards composed of men specially adapted to the work.

Miss King, of the Xenia library board, stated that their board held meetings on the first Monday of every month, and at those meetings they select the books. They add books to the library every month. A tablet is kept in the library for any suggestions by the patrons of any books they would like, and these are considered by the board. A

large number of requests for books come from the country.

Mr Bonebrake: The matter of library extension to the county has come up a number of times. Mr Galbreath has given the matter some thought. I would like to know what he thinks of having a county library.

Mr Galbreath: I think the plan is a very practical one. It is what we are attempting to do from the center. It is one of the purposes of the state library board when they set out to encourage the establishment of libraries where they did not already exist. That of course would apply to towns and townships and school districts, and any portion of the state where libraries do not already exist. Now if a levy could be made from the county, those libraries could be distributed to the various districts of the county with very little or no expense to the persons receiving the libraries, that is, no more than what they pay in the way of taxes. The people from different districts and sections of the county have business at the county seat. They could come there and take with them their traveling libraries to the various school districts of the county. I think it would be very practical and I should be very glad to see legislation encouraging this work. I have no doubt whatever that such legislation can be secured.

The president: It should be the permissive form, for there are many libraries that are already doing all they can manage in the cities, and it would cripple them to undertake county work.

Miss McCracken of the Xenia board asked for information as to whether, in case the next census showed such a population in Xenia as would place them in a higher grade, whether or not that would affect their rights under the law passed February 14 of this year. The president replied that the city did not advance to a higher grade simply by having sufficient population, but it has to take action in order to do so.

Mr Galbreath stated that the law referred to as passed in February last referred to the Warren library associa-

tion, and that he would like to hear from the representative of that association as to that law.

Mrs Woodford of Warren: I am very glad to say a word. It has been a great boon to us. Our trustees spent a great deal of time in fixing our library so it couldn't go into the hands of the politicians. I think they have succeeded admirably. I want to give the trustees credit, for I know all of them spent a great many hours in laying this plan. The library had been kept up by subscription for some years at a dollar a year, and what we could do in the way of entertainment. They still wanted to keep up the same old association and have it supported by taxation, and we didn't wish to have the board of education have any say about it except simply they should turn the money over to our association. They had this law which has been spoken of passed, in that cities of a certain size, the library association of a free library upon application to the school board, the school board must appropriate not less than three-tenths of a mill for each year and they may appropriate five-tenths. This library association, while it was still a subscription library, appointed a commission who should select sixty residents of the town, and of course some of our very best people were put on the committee. The memberships are not transferable, can't be inherited, but when the person dies or leaves a certificate, the association itself selects the successor, so nobody can vote on it except the association, and we are very sure there never will be more than three or four to be selected in a year, and we feel that it can't possibly get into the hands of the politicians or degenerate.

Mr Galbreath advised a very careful reading of the Warren law before any other county would try to take advantage of its features without special legislation for their particular counties.

The president: The question is whether the law at the time it was passed applied to the cities then of that class, or to any cities that might

in the future become of that class.

The president called attention to the fact that Mr Bonebrake in his forthcoming report would incorporate the library laws of Ohio, and also decisions under them. Also that Mr Galbreath had informed him that by the latter part of this month a complete copy of the library laws can be had by applying to him at Columbus.

Miss Jones: I move that the matter of library extension by means of what may be termed the county plan be referred to the committee on legislation, with the request that the members give it their special attention during the year, and report at the next meeting of the Ohio Library association such a measure as in their judgment will best meet the wants of the state in that respect.

Seconded by Mr Sheldon and Mr Brett.

Mr Brett: In seconding that motion, I want to add a word or two with regard to it. It seems to me that there has been no subject brought before the meeting during this session of greater importance than the extension of the work of the library through the county, through the rural districts of the state either by the county or some other method. There is certainly no experiment in library extension of greater interest than that now being tried in Cincinnati. It is certainly in accord with the library spirit. It is an exceedingly generous thing to do on the part of the people of Cincinnati, who were instrumental in working up the legislation and are undertaking the work. As we look over the tax duplicate and compare the part which belongs to the city and that which belongs to the outlying district, it seems to me very clear that the city is not only placing at the service of the county the valuable library which is already collected, but it is undertaking to send books to the outlying districts in which the cost must be relatively much greater than the cost of distributing books in the city. It is an experiment which I am sure all of us will watch with very great interest, and

it may result that it is exactly the very best way to do it. I am sure we all hope it will prove to be so.

I am glad to have this motion made, and I hope it will prevail because I believe the matter is worthy of the careful consideration of the association in order that if it should lead to the association making some recommendation for legislation to the next legislature, that recommendation may be very carefully considered.

I think we should consider whether the county is the better unit to undertake the extension of the use of the library into the rural districts, or whether possibly the state may be the better unit to extend and render more effective by providing more ample means for the work which is already being done by the state library as a center. I am not prepared to express an opinion on that subject. I think it is something to be studied carefully.

Mr Galbreath: It seems to me these two methods of book distribution will simply supplement each other. Some counties will adopt the county plan, and to those counties which do not avail themselves of county legislation we can continue to send books. We can aid them just as we are doing now. Perhaps it will leave us with greater means to aid those counties which have not already availed themselves of the proposed county plan. They will not interfere at all. One will simply supplement the other. The counties will carry on locally what we are attempting to do now on the part of the State library.

I wish to say a word in regard to the success of that movement. We have sent out in the year a little over 400 of these traveling libraries to different parts of the state, and that means about 12,000 books, and how often each volume has circulated I am not able to say. Our work virtually began in July a year ago, and I think we had sent out prior to that 20, and since that we have sent out 373 of these traveling libraries, and that shows the rapid increase of the demand for the books, and one encourag-

ing thing about it is that when one library is returned another is ordered, showing that they find it useful and are pleased with the plan, and we have scores of very encouraging letters that come from the communities where these are used. I find that where the township organization of the township high school exists, it helps greatly in our work. The superintendent of the township sends for a library for each sub-district, and in that way we can send a library to each district, and we send to the central authority and he distributes them and is responsible for their return.

This year we have made up a number of libraries from the books recommended by the Ohio Teachers' reading circle for the pupils, and have sent them to the rural districts, and the teachers seem very much pleased to get them.

The legislature did very well for us last year, the first legislature with which I have come in contact, and I have a very high opinion of the statesmen who assemble in Columbus notwithstanding what I have heard in regard to them. Now, what did the legislature do for the State library. We have a law originally suggested by Mr Hayes, for public documents to be distributed through the State library. This came up at a meeting of the State library commission and they directed me to outline a bill, and had me introduce it in the legislature, which I did, and Senator Miller of Licking county introduced the measure and it passed without any opposition. That gives us 200 copies of each of the state publications through the State library, and makes it possible for us to draw through requisition others for distribution throughout the state.

They recommended \$4000 for the use of the traveling library, but \$3500 of that will be spent in books. We will not need to spend more than \$500 for additional help in getting these books in shape in addition to our regular help in the library. I am satisfied the legislature would not have objected if it had been four times that much. It was one of the little items of the appropriation, and it is about all we can handle with

our little force for the coming years, and I think with that we will be able to supply all the demands on the State library. We are increasing the number of traveling libraries in communities; it has drawn on our books and we shall recommend the county plan which will supplement our work. As I said before, it was our work in the outset to encourage other means of distribution in counties and towns throughout the state.

The president: I want to ask you for a few minutes to hear from one of our Dayton trustees, who was a teacher part of his life, engaged in Y. M. C. A. work for many years, and is now interested in the educational work of the National cash register company. I make this introduction so you will know that he knows what he is talking about. Mr Shuey.

E. L. Shuey: My experience as a trustee is not nearly so extended as my experience with trustees. I can speak simply from some knowledge and some observation and little experience. It is very evident that this company is thoroughly interested in the question of library extension, much more interested than they are in the general duties of trustees, which I believe is the subject under discussion.

There is one line of library extension suggests itself to me since I have been sitting here which has not been touched. That is, how best to interest the working men of the city in that class of reading which will help them in their everyday business.

I have had some experience in that direction in the last few years. We have outside of our city library a little collection of 500 technical books, presented by a few manufacturers of the city to the educational department of the Y. M. C. A. They are open to working men especially. I think they are the best thing for young people in Dayton without any question. And they have come to be used, by constant encouragement and reference to the particular books, by teachers in day and night schools, by foremen in the factories, by architects, builders, working people all

over the city. A catalog of that library is found in every factory and shop, almost, in the city. I would suggest that as one of the means of library extension, a selected list of particular classes of books put into the factories of your cities and towns. Men will read them. As an illustration, you will, this afternoon, look into a little library, a branch library of a very modest order, but somewhat carrying out this idea. I have noticed, by watching the reports lately, that of the books circulated from that little branch library today, over 50 per cent are history and technical books. That you see is very much larger than the average of our libraries in that class of books. It is done by encouragement. Our own city board has given this question of extension very considerable attention from time to time, and I believe would be ready to carry out plan to establish other branches in the city if we had the means to do it. But they have made one step which I believe is practicable in many other cities and towns. A library branch has been established in factories, in a distant part of the city. The owners of the factory are specially interested, and furnish the room and the cases to take care of the books in getting them back and forth from the library, and one of our own men takes care of the library, and serves as librarian for that branch. This has been in operation for a few months. Since it has been in operation, visiting manufacturers from other cities have expressed their interest in that, and their desire to do the same thing. I think I can give our friends from Cincinnati the names of some men in Cincinnati who said they would put a branch in their factories for the community, not simply for their employees. It is for that community around the factory. Now, I suggest this as one of the means of library extension that is promising with the increasing interest of employers in the condition of their employees. In towns large and small, I believe, it will be found more and more will these men be willing to pay the expenses incident to such a library.

In this factory we carry the matter one step further. It is a large factory, spread over a very considerable ground, and once a week, or commonly twice, the librarian takes the cases of books and carries them to a distant part of the factory at the noon hour, and on a long board in the middle of the factory room he spreads out his display of books. It is a thoroughly successful plan; has very materially increased the circulation of good books, especially of a technical character. For a month or six weeks this was omitted on account of some changes, and a noticeable decrease in the number of books circulated in the library was recorded, and they renewed the old plan and a greater increase was marked. That is another plan by which you can bring the books to those who need them, and that is an essential thing.

Now it may be necessary to cut red tape to do it in factories. I believe you had better cut the red tape. A little encouragement given those people will make a marked difference in the character of the books used, especially among the men, for to my surprise the men of the factory are the great patrons of the library—the men in the neighborhood are the patrons of the library. I say it will have a great influence in molding the character of men in the neighborhood. That library has become a center for the boys in that neighborhood, and has become of very great assistance to the teachers of the schools in that section in changing the character of many of the boys of the neighborhood. Thus the library has its influence in this direction as well as helping men.

But I urge, if I may repeat, that one point, the importance of trying by every means possible to circulate the best books from the libraries in the factories and shops of our cities and towns, for the sake of the men who are not today very large patrons of most of our libraries, and especially of the class of books that they ought to use.

In the matter of detail, I might possibly say that once or twice a month the

librarian brings his books to the library and makes his requisition on the library, and they supply him with a complete change of two or three hundred books. At the same time any person in the district may leave his card and make a requisition on the library, and twice a week he comes down with his list of books desired by patrons in that part of the city; so it is a convenience for them. I think that covers the special point I want to make.

I have this suggestion on the general topic. It seems to me the most important part of the duty of the library trustee isn't in attending meetings. It is in the interim, and the hours he or she may spend in the library, not being conducted by the librarian but in going about by himself. In the few hours I have spent by myself, quietly slipping in at the door and going from here to there, have been more suggestive to me, not finding anything wrong, but I usually find some point here and there that some little conference would help, and find some little thing I didn't know, that enabled me to ask a question and get some information, if I needed it, and I think the most important duty we can perform is in the intervals for members of the board.

The president put the motion of Miss Jones in regard to library extension and it was adopted.

On motion of Mr Brett a vote of thanks was given to the management of PUBLIC LIBRARIES for their very generous offer to publish the proceedings of this association.

Miss Ahern, of PUBLIC LIBRARIES, responded briefly, assuring the association of her great interest in library work and her gratification at meeting here the unknown friends who have been correspondents of the magazine. She also assured the association of the great pleasure she would take in officially representing the association.

Mr Orr offered the following:

Be it resolved, That the sincere thanks of the Ohio Library association be tendered the trustees of the Dayton public library for the very hearty sup-

port which has so manifestly seconded the efforts of the officers of the association and the staff of the library to make the stay of the association both pleasant and profitable.

The motion was unanimously adopted.

The meeting adjourned to meet at 1.30 p. m. to take the Oakwood cars for the works of the National cash register company.

Here, under the guidance of the officers of the institution, was seen the most remarkable instance of the possibilities for growth and happiness in the interdependent relations of employer and employe perhaps on record. Certainly it was unique in the observation of the party of librarians.

The central thought in the plan is that attractive surroundings conduce to good work, and most thoroughly and artistically has it been carried into effect. The beautiful grounds surrounding the clean, well lighted, and splendidly equipped factory, in the midst of tastefully kept cottages and gardens, impress one with the idea of an institution of high degree rather than a place where labor for hire is carried on. Clubs of different sorts, lectures, concerts, and high class entertainment of all sorts are carried on under the guidance of the factory organization. A most entertaining and helpful address with stereopticon views, by the president, Mr. Patterson, on the evolution of the present condition from its unpromising beginning gave everyone who listened a broader view of life, a more sympathetic attitude toward his fellow-man, and a desire to emulate this striking example of the practical workings of the Golden Rule.

The meeting of the Ohio Library association came to a close with a banquet at the Beckel hotel. This feature of the session was a happy climax to a most interesting meeting. The dining room of the Beckel was handsomely arranged for the banquet, and the guests were seated at a long table beautifully decorated with palms, roses, and carnations. Dr W. J. Conklin was the toast-

master, and among those called upon to respond to toasts were W. H. Brett, of Cleveland; Robinson Locke, of Toledo; A. W. Whelpley, of Cincinnati; Mrs J. A. Robert, of Dayton; Charles Orr, of Cleveland; Olive Jones, of Columbus; Frank Conover, of Dayton; Electra C. Doren, of Dayton; and Miss Eastman, of Cleveland.

Register of the attendance at the Ohio Library association, 1898.

Althoff, Minnie, Ln. As., Dayton.
 Andres, Miss, P. L., Cleveland.
 Barnwell, W. E., As. L., Cincinnati.
 Boardman, Alice, As. State L., Columbus.
 Brett, Mercy C., Ln. Natl. military home, Dayton.
 Brett, W. H., Ln., Cleveland.
 Buckingham, Mrs Jerome, Newark.
 Burns, J. J., Supt. Pub. Sch., Defiance.
 Burrowes, Alice, Ln., Springfield.
 Clevenger, Miss, Dayton.
 Colborn, Mrs Gertrude R., Cleveland.
 Conklin, Dr W. J., Pres. P. L. and Museum, Dayton.
 Connolly, Emma F., Cincinnati.
 Conover, Frank, Dayton.
 Crawford, Esther, Cataloger, Dayton.
 Crowell, M. L., Tr. P. L., Toledo.
 Davis, S. W., Dayton.
 Dawson, Katharine, As. P. Sch. L., Columbus.
 Doren, Electra C., Ln., Dayton.
 Doren, Marian M., Cum. Index, Cleveland.
 Dryden, M. I., Dayton.
 Durall, Linda M., Univ. L., Delaware.
 Durall, T. G., L. Univ. L., Delaware.
 Eastman, Linda A., P. L. Cleveland.
 Elliot, Julia, Cum. Index, Cleveland.
 Ely, J. C., Tr. P. L. and M., Dayton.
 Eppens, Anna E., P. L., Cincinnati.
 Florence, Mrs E. R., Tr. P. L., London.
 Galbreath, C. B., State Ln., Columbus.
 Graham, Emma, P. L., Sidney.
 Graham, W. A., Tr., Sidney.
 Granger, A. C., P. L., Cleveland.
 Haines, Belle, P. L., Sidney.
 Hensel, Martin, Ln. P. Sch. L., Columbus.
 Hoskins, E. P. H., P. L., Dayton.
 Hutson, Miss, P. L., Cleveland.
 Ingham, Miss, P. L., Cleveland.
 Ingham, Lucina S., L. O. S. and S. O. H. L., Xenia.
 Jeffries, Miss, State L., Columbus.
 Jermain, Mrs F. D., Ln., Toledo.
 Jones, E. A., Del. Ohio Tchrs. As., Tr. P. L., Massillon.
 Jones, Olive, Ln. O. S. U., Columbus.
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 Whelpley, Mrs A. W., Cincinnati.
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 Wright, Mrs, Ln. Ladies' Circle L., Newark.

The Ohio Library association was organized in Columbus Feb. 28, 1895. W. H. Brett, of Cleveland, was the first president, and Miss Boardman, of the State library, was the first secretary.

The second meeting was held at Cleveland in September, 1896, when A. W. Whelpley, of Cincinnati, was elected president, and Miss Doren, of Dayton, secretary. The principal paper of this meeting was by Miss Eastman, of Cleveland, on The child, the school, and the library.

The third meeting was held in Cincinnati, Oct. 27-28, 1897, when Frank Conover, of Dayton, was elected president, and Charles Orr, of Cleveland, secretary. Pres. Whelpley's address was a rare piece of reminiscence of the literary growth of his long day, and particularly in Cincinnati.

The work of the association bears fruit in the number of new libraries starting up over the state, in the library commission, and in several laws passed through the influence exerted by the association, permitting library activities of various kinds.

News from the Field

East

Marshfield, Vt., has received \$6000 for a public library by the will of the late Andrew J. Jaquith.

The public library at Southbridge, Mass., will open for readers Sundays during November-April, from 3:30 to 8 o'clock p. m. There was a good attendance on the first Sunday.

Worthington C. Ford, who for many years was chief of the Bureau of statistics of the United States, has been called to the head of the statistical and historical work of the Boston public library.

Gardner (Mass.) public library held a very interesting art exhibit November 8-10. In addition to the pictures there were fine collections of Japanese, Indian and Swiss curios. Collections of early New England curios, rare china and colonial antiques attracted much attention. The exhibit was a great success.

The biennial report of the Vermont library commissioners is issued and has much interesting matter. With suggestions to librarians, lists of books recommended, etc., is a list of all public libraries in the state, with a brief history of each, as well as many illustrations, and a map of the state showing the location and character of the institutions. There are 130 public libraries in the state within the scope of the commission's work, of which 101 are free and 29 not free.

Central Atlantic

Elizabeth G. Thorne, of the Utica (N. Y.) public library, has been appointed librarian of the Port Jervis (N. Y.) public library.

The James Prendergast library at Jamestown was broken into by burglars November 1, and a valuable collection of rare coins was stolen.

Carnegie library at Homestead, Pa., was dedicated November 5 by the

founder, Andrew Carnegie, who spent \$300,000 in building it.

Edward L. Burchard, formerly librarian of the Field Columbian museum of Chicago, has been appointed librarian of the Coast Survey library at Washington, D. C.

The law library of the Supreme court of the United States was damaged considerably by fire, caused by an explosion of gas in the basement of the building on November 6.

Col. Weston Flint has been elected librarian of the new public library in Washington, D. C. He was for eight years librarian of Patent office, and for five years statistician of the Bureau of education.

The new public library at Fulton, N. Y., was opened November 16, with special exercises. There are about 2,100v., which have been classified and cataloged by Esther M. Leach, of the Ilion (N. Y.) public library.

J. A. Sorg, of Hoboken, N. J., has presented to the New York public library a large collection of newspapers and pamphlets relating to the labor question published during the last thirty years. The papers are English, German, and French.

The managers of the Reading (Pa.) library, whose building was recently dedicated, have turned over the property to the city on condition that the latter support the institution. The property is worth \$40,000, and the library contains 13,000 books.

The end of the first year in its new building shows Columbia university library adjusted to its quarters and working with increased results. The library contains 55,000v. exclusive of duplicates and pamphlets. Among these are many notable collections. The Avery collection of architecture, archaeology, and decorative art numbers 16,000, and ranks first of its kind in this country. The Phoenix collection is composed of English classics and is rich in bibliography and first editions. There

are also fine collections in natural sciences.

Dr Bernard C. Steiner, librarian of Pratt library in Baltimore, in his quarterly report gives the following interesting figures: The registration books show that 94,232 persons obtained borrower's cards since the opening of the library. Of this number 35,681 cards are now usable. During the quarter 1645 persons registered. The total number of students' cards is 6000, of which 3446 were issued in the last quarter. The expenditures for the quarter have been: for books, \$8758.54; periodicals, \$1189.36; binding, \$2293.35; miscellaneous, \$6534.92; salaries, \$17,406.97; total, \$36,183.14.

On October 20 an enthusiastic meeting was held at Camden, N. J., on account of the anniversary of the Pyne Poynt Library company. Mr Thomson, of Philadelphia, delivered an address in advocacy of the establishment and maintenance in Camden of a really large, well managed, and properly equipped free library. He congratulated the inhabitants on the fact of having obtained a building for library purposes. He thought that possibly the best hopes of the library lay in the arrangement of the library on entirely free and open shelf principles. He pointed out how it was no discouragement that the Pyne Poynt library and the new free library of Camden were both small institutions, and illustrated by the free library of Philadelphia, which six years ago had been in a small room in the city hall, and now consisted of a library on Chestnut street and 13 branches.

One result of this meeting is a proposition to affiliate the two institutions and make the Pyne Poynt library a branch of the Camden free public library.

The Bloomingdale branch of the New York circulating library on 100th st. was opened November 1. It is a three-story building with a basement, fire-proof throughout.

On the main floor is the circulating

library of 8000v., arranged chiefly on shelving around the walls, so that plenty of space is left for the public, who are allowed direct access to the books. A line of shelving divides the central space into two parts, one of which is devoted to children and the other to adults. Both of these spaces are separated from the door by the desk, which incloses a long rectangular space, extending across the front of the room. Within this inclosure stand the assistants whose duty it is to receive and charge the books.

The second floor is devoted entirely to the reading room and reference library. There is a seating capacity of 36 at tables on the main floor, and the reading room will accommodate 66 more as at present arranged. The reading room contains the small reference library, and is provided with the city newspapers and all the magazines. Books taken from the shelves may be read either upstairs or downstairs without charging, but if taken home they must of course be charged at the desk.

The building is particularly well lighted, the main floor having four large windows in front, besides the glazed door, and four smaller windows above the wall cases in the rear, besides a large inclined skylight fitted with the new luxfer prismatic glass. The fixtures for artificial light are arranged for both gas and electricity.

Including the land, this building, which is a distinct addition, both educationally and architecturally, to the part of the city in which it stands, cost nearly \$50,000, which has been supplied entirely from the funds of the library.

Central

The new public library of Tuscola, Ill., was opened November 5.

A new public library was opened at Charlton, Iowa, on November 1.

Princeton, Ill., has received \$20,000 by the will of E. C. Bates for a library building.

The Des Moines public library has

decided to begin work on the new library building March 1.

Asa Van Wormer, of Cincinnati, has given \$50,000 to the university of that city for a library building.

A children's room has been opened in the Moline (Ill.) public library, in charge of Myra S. Allen.

A trust bequest of \$100,000 has been left to Memphis, Tenn., by the late Wm. A. Goodwyn, for a public library.

The new public library at Waukegan, Ill., was opened November 1 under direction of the city. Miss Bennett is librarian.

Alice Boardman, assistant state librarian of Ohio, was robbed recently by a negro on her way home from the library at dusk.

The St Joseph (Mo.) public library has opened its doors again after a two weeks' close on account of the prevalence of diphtheria in the town.

The Chicago public library is experimenting with a system of electric dumb waiters for conveying books through different parts of the building, but so far with indifferent success.

The public library of Moline, Ill., has been given a library of 1000 German books by the Turnverein of that city. This constituted the library built up by the society for several years past.

Edward Everett Hale in a recent lecture tour in Indiana was so pleased with the work being done in the reformatory for men at Jeffersonville, that he presented the library of the institution with 200v.

\$2,500,000 in gifts has been given for libraries in Wisconsin in the last two years. This includes some bequests made before that period, but does not include some that have been made in that time but not yet collected.

The public library of Chicago received a bequest many years ago which has so increased in value that a late investigation shows it to be worth \$250,-

000. It was left by Hiram Kelley, to be paid after the death of his widow. Mrs. Kelley is now 73, and for several years has been known for her beneficence toward the University of Chicago and other institutions.

The first annual report of the Allerton library at Monticello, Ill., shows 972 borrowers and a circulation of 10,599v. for the year.

As in the majority of public libraries fiction led, followed by literature, biography, travel, and history, in the order named. The juvenile circulation amounted to 35 per cent of the whole.

Though free access to shelves is given, no volume was lost during the year, and but two taken away without first being properly checked at the desk. The library now numbers 3000v., 500 having been added since the opening of the year.

The second biennial report of the Wisconsin free library commission has just been issued. The statement of library progress in Wisconsin during the past two years is a striking one. New free public libraries have been established in Appleton, Baraboo, Cumberland, Durand, Hartland, Hillsboro, Kilbourn, Mosinee, Neillsville, North Milwaukee, Racine, Rhinelander, Richland Center, Tomahawk, Sheboygan, Spring Green, Stevens Point, Thorp, Viroqua, and Wausau. Many of the older libraries are rapidly improving their methods.

In the period under review the number of traveling libraries has increased from 32 to 189.

The Lepper library, at Lisbon, Ohio, was opened May 25, 1898. It was founded by Virginia Lepper as a memorial for her husband, C. W. Lepper. Mrs. Lepper gave the money for the building and books, and the citizens of the town gave the money for the lot. It is a handsome building of brick and stone, and the interior finishing compares favorably with the outside appearance. There are at present in the library 3000v., the trustees reserving part

of the money for future purchases. The library was organized by Miss Roper, of Chicago, a graduate of Armour institute. The reading room and reference books are free. One dollar a year is paid for the use of the books in the circulating department. Since the opening of the library 3482 books have been drawn, and the reading room is becoming more popular, as people learn its value.

A very pleasant entertainment was given by Miss Early, of the Chippewa (Wis.) public library, November 11-12. The library was arranged in oriental style. Large Japanese screens concealed the book-shelves, making a handsome background for the two tea-tables, covered with Japanese embroidery, at which tea was poured into tiny teacups, and passed among the guests by young ladies charmingly attired in Japanese costumes. Jardiniers filled with chrysanthemums stood amid the quaint bric-a-brac brought from the far east. The south wall of the library was covered with beautiful photographs brought by a missionary from Japan. The pictures were colored by hand, the work of native artists, and represented the life, scenery, and customs of the people. They were exceptionally fine, and were beneficial from an educational as well as artistic standpoint.

Theodore Thomas, with his full orchestra and soloists, is to give three concerts in St Paul, Minn., December 1, 2, and 3, as a part of the popular public library scheme now being managed by Edward Feldhauser.

For years St Paul has had a good public library, but has no good building wherein to keep it. A public library building was desired, and this summer a good start toward the desired goal was made by means of chain letters. Now all the various musical interests of St Paul have been combined in a series of concerts, the net proceeds of which are to be devoted to the public library fund.

The Thomas series will be followed by Rosenthal, Emil Sauer, Blanche Marchesi, and Marteau, Gadsby, Davis,

and Hamlin, the last three soloists being further supported by the local Schubert mixed chorus of 200 voices.

The trial test of the fire protective apparatus on the Chicago public library was highly successful. The library building itself is fireproof, but it was deemed advisable to protect the building against fire from without. The plan which was adopted and pushed to completion is a system of $\frac{1}{2}$ -inch pipes arranged around the cornice of the building on the south, west, and north sides, and connected with a large main which is fed by two large steam pumps in the basement of the building. In case of fire on either of these sides of the library the water can be turned on immediately and the side of the building is protected by a solid sheet of water. The main is so arranged that the water can be turned on to protect any one of the sides of the building without having the stream run on the sides of the building away from the fire.

The public library given to Menasha, Wis., by E. D. Smith, was dedicated October 21 with elaborate and appropriate exercises. A large number of prominent Wisconsin people were present and took part. A little over a year ago Mr Smith, who is one of the wealthiest men in the state, presented the city with \$50,000, one-half of which was to go toward making a park and the other half toward building a library house. The sum of \$5000 was afterwards added to the library donation. The structure stands in the center of the city. It is in the classical style of architecture and built of Bedford stone. Its dimensions are 40x70 feet and its two stories are devoted exclusively to the uses of the public. There are on the first floor a general reading room 50x27 feet, a book room 30x30, a children's alcove 19x15, and an alcove for magazines. On the second floor is a lecture room, and in the basement the heating plant. The library is proving a much appreciated gift to the town, and is daily thronged with patrons.

Library Bureau Department

Akron (O.) public library

The Library Bureau has had an experience, the result of which will undoubtedly be interesting to all libraries, and especially those in the state of Ohio. The Akron public library was to be moved from the old quarters which they had occupied for some years, and to occupy an entire floor in a new building erected with special reference to this library, on a very sightly corner, and probably the best location for this purpose in the city.

It was deemed advisable, therefore, that the rooms should be properly fitted and furnished. The Library Bureau and others were invited to submit plans and designs for furniture, including the counters, railings, tables, stacks, and the entire equipment of the library. They were also requested to submit samples of stacks, as well as to show the style of finish of the furniture.

After this matter had been viewed by the board, and the specifications and bids had been submitted from these various exhibitors, the board decided unanimously to accept the bid of the Library Bureau, and instructed them to furnish the library as early as possible.

Shortly after this two new members were appointed to the board, to take the place of members whose terms had expired. One of these members thought the board was extravagant in ordering specially made goods for the library rooms—that ordinary tables, etc., such as could be bought in any furniture store, would answer every purpose, and that the board was extravagant in making this contract, not claiming that the goods were expensive in consideration of their character, but that a city like Akron could not afford to have first-class fittings. Naturally the rest of the board did not concur in this opinion. Whereupon this member in his capacity as a citizen and a taxpayer of Akron, asked for an injunction restraining the secretary of the board from receiving the goods, and the matter was taken into court on the plea that the public

library was a department of the city of Akron, and as such the library board did not have the right to buy goods in any manner other than that specified by the city ordinance, which required that all purchases exceeding \$500 were subject to the approval of the city commissioner, and the question was argued on this ground.

The attorneys for the majority of the board brought forward several enactments and decisions which showed that the first library law in Ohio was one allowing an organization to be known as a library association, which association could buy books and other necessary supplies, and conduct a library generally on such rules and regulations as seemed advisable. The next step by the legislature was to allow the school boards of cities and towns to conduct a public library, giving the management of the library, and provisions necessary for its maintenance, into the control of the school board.

The next series of laws were more liberal in their character, until final enactments have been made which give to certain cities, of which Akron is one, a special law placing the actual control in all its details in the hands of the library board, specifying only that it should make laws and buy real estate in consultation and with the coöperation of the city council. This is the only restriction on the board in the management of the library, excepting the additional item that it should be the duty of the board to report semi-annually the amounts of money received and disbursed by the treasurer.

The court evidently accepted this phase of the case, as he refused to allow the injunction, and upon an appeal to the higher court a rehearing of the case was refused on the evidence and law as presented. This is especially interesting to libraries, as it seems closely to follow the efforts made by the American Library Association with regard to library laws, and it shows that in Ohio the desires and wishes of the library association in this connection have been very generally carried forward.

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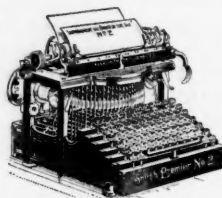
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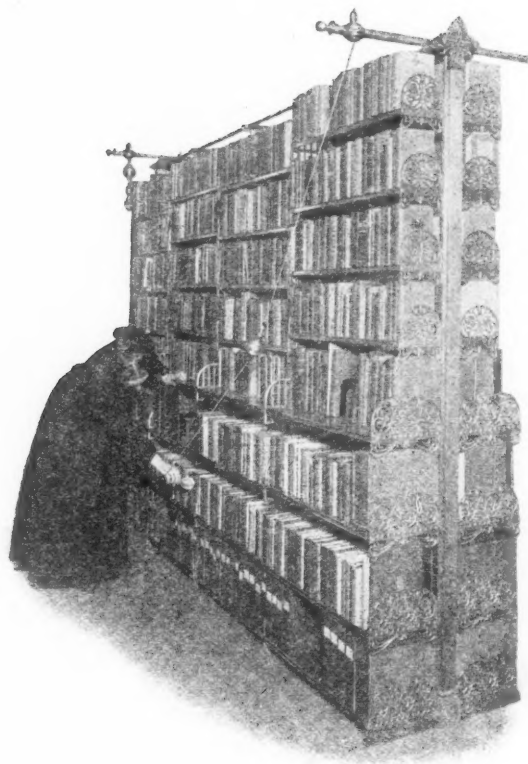
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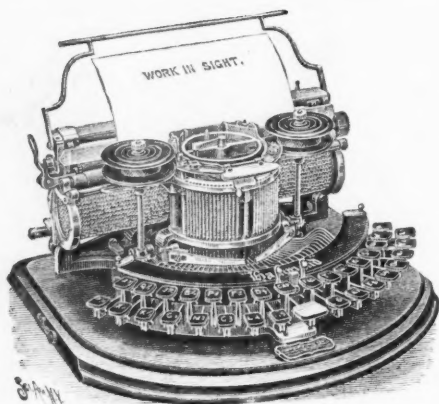
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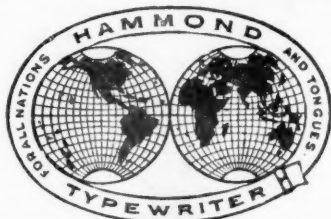
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